

Pupil Premium and LAC Strategy 2021/22

Pupil premium Strategy: The Woodlands Academy					
Academic Year	2021/22	Total PP budget: £65,880	LAC: £4,690:	Date of most recent review:	September / October 2021
Total number of students:	123	Total number of students eligible for PP:	59	Next review:	September 2022
Attainment and progress: 2020/21					
		Students assessed using PIVATS	Students eligible for Pupil Premium		
% making progress in Writing		% 89.6	% 94.2		
% making progress in Reading		% 91.9	% 94.2		
% making progress in Listening		% 95.4	% 96.2		
% making progress in speaking		% 87.2	% 92.3		
% making progress in Number		% 93	% 94.2		
% making progress in Shape, Space and Measures		% 86.1	% 86.5		
% making progress in Using and Applying		% 86.1	% 90.4		
Barriers to future attainment (PP, including high ability)					
In school Barriers:					

- All students have an EHCP of which an increasing number have SEMH as a primary or secondary need. Many of these students are in 'personalised pathway' groups and access a curriculum which is highly personalised, child centred with a focus on the THRIVE approach.
- Low self esteem and confidence is a significant issue for a large number of students.
- Communication difficulties; non-verbal students, limited language, students who require assistive technology, students with social communication difficulties.
- Significant medical and health issues for some students.
- Ongoing training needs for the staff team to ensure they have a comprehensive understanding of SEND and are appropriately skilled to undertake their role.

External Barriers:

- Eligible for PP students may have a more complex home lifestyle compared to their peers.
- Impact on students' academic and personal progress due to COVID 19 which resulted in a blended learning approach.
- Attendance rates for some students are low so affects progress.
- A percentage of students not being able to access enrichment activities at home due to lack of resources and funding.

Intended Outcomes	Outcome and measure:	Success Criteria:
1. Students make progress which are inline, or above, that of their peers.	<ul style="list-style-type: none"> • Data Analysis 	<ul style="list-style-type: none"> • 100% of PP Students make expected or better progress.
2. Whole school approach to support a recovery curriculum and 'catch up' activities to support student progress.	<ul style="list-style-type: none"> • Observation and reporting of progress • Boxall assessments 	<ul style="list-style-type: none"> • 100% of PP Students make expected or better progress.
3. Establish high quality nurture provision and interventions across school for those students identified with a need.	<ul style="list-style-type: none"> • Using 'NutureUK' principles establish a nurturing education to all students. • Goals are set and outcomes measured using Boxall Profile. 	<ul style="list-style-type: none"> • Boxall assessment data • Progress towards Key Milestones – barriers to learning in EHCP. • Principles of 'Nuture uk' are embedded • Positive relationships are at the heart of the school and are seen as underpinning all successful learning.

<p>4. Students will use a range of strategies to manage their behaviours and self-regulate to allow for optimal level of arousal being ready to learn.</p>	<ul style="list-style-type: none"> Analysis of behaviour incidents indicates an improvement of PP students e.g. reduction in the number of incidents 	<ul style="list-style-type: none"> Students with significant behaviours tracked termly. Reduction in incidents. Progress towards Key Milestones – barriers to learning in EHCP.
<p>5. To improve attendance of PP students.</p>	<ul style="list-style-type: none"> Attendance Data 	<ul style="list-style-type: none"> Overall attendance for students eligible for PP to improve to the target of 93% Attendance will be tracked and any concerns support options will be explored and implemented where appropriate.
<p>6. Students will have the opportunity to access a curriculum which engages them and which they can make progress that is appropriate for them.</p>	<ul style="list-style-type: none"> Progress evidenced through school monitoring procedures e.g. trackers, behaviour analysis, THRIVE assessments, Boxall Evaluate the curriculum offer to ensure delivering personalised and engaging curriculum. PP students continue to make expected or better than expected progress in all areas. 	<ul style="list-style-type: none"> 100 % of PP students make expected or better progress Progress towards Key Milestones – barriers to learning in EHCP.

Planned Expenditure:

Intended Outcome:	Action:	Cost:	Purpose:	Impact measure:	staff lead:
<p>1.</p>	<p>Assessment to inform the next best steps for individual pupils.</p> <p>A Learning Continuity Plan has been designed to ensure blended learning is available and lead staff member allocated, in the event of a local lockdown or closure of bubbles.</p>	<p>Literacy & Numeracy leads meeting once per term. £500</p> <p>Pastoral team leading interventions: £4,000</p> <p>Specialist Curriculum Officer Hours contribution towards £3,800</p>	<p>To provide students with the appropriate 'next steps' to ensure that they reach their potential.</p>	<p>Class team will monitor the impact of progress towards the intervention outcomes and report at regular intervals to SLT / DHT and HT</p> <p>Analysis will be undertaken using PIVATS, trackers and MAPP (as appropriate) and reported to HT and GB.</p> <p>Ensure all teaching staff are aware of current assessments and identify trajectory to meet</p>	<p>All teaching staff SLT</p>

				or exceed end of year expectations.	
2.	<p>Provide students with opportunities to access specialist support, equipment and resources. our students have a wide range of additional needs and as such we need to tailor our therapeutic approach to meet these needs. The range of therapies include: Rebound, lego therapy, THRIVE, students are referred to these therapies according to their needs.</p> <p>EEF Pupil Premium Guide Link: Social and emotional learning (moderate impact) EEF Pupil Premium Guide Link: Self-regulation (high impact)</p> <p>https://www.gov.uk/government/publications/covid19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidancefor-parents-and-carers-on-supporting-childrenand-young-peoples-mental-health-and-wellbeingduring-the-coronavirus-covid-19-outbreak</p> <p>Maintain the Parent Support Adviser role as a link for hard to reach families, work with families to increase engagement and help overcome barriers to learning. Provide parents with the opportunity to attend parent groups to allow for mutual support network and signpost other agencies.</p>	<p>Training / resources: £ 200</p> <p>Staff training £1,400</p> <p>individual support / staff training: LSA support:</p> <p>individual resources allocation as required: £</p> <p>breakfast club / snack £</p> <p>Rebound Therapy Course £ 369</p> <p>Educare training £ 800</p> <p>Parent Support Advisor £ 8,100</p>	To provide PP students with specialist programmes of support around physical wellbeing and sensory programmes for sensory processing. Provide activities that support readiness for learning and stimulation.	Progress of students on specific therapies are recorded and monitored to ensure impact.	SLT
3.	<p>2 members of staff to attend National Nurture Schools training.</p> <p>Establish NurtureUK principles across the whole school</p> <p>All students to be assessed using Boxall Measure</p>	<p>Training £ 500</p>	<p>Establish 'Nurture Groups' with the emphasis on emotional growth, experiences that promote security, routines, clear boundaries and carefully planned repetitive learning opportunities.</p>	<p>Boxall Profile Data</p> <p>THRIVE assessments</p> <p>NAPPI data – reduction in RPI increase in SMART principles.</p>	

			Nurturing principles will underpin approaches, structures and processes around wellbeing		
4.	<p>Develop pupil's ability to self- manage emotions and behaviours which may have a negative impact their learning and on others.</p> <p>Education Endowment Foundation (EEF) Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in</p>	<p>Pastoral Lead £ Specialist Support Officer Behaviour Lead £</p> <p>Solution Circles £650</p> <p>Behaviour Monitoring £4,047</p> <p>Termly reports: £335</p> <p>PBS 3hrs per term £335</p> <p>Pastoral Lead £20,300</p> <p>NAPPI Trainee Training x2 £1,668</p> <p>NAPPI Trainer Training £4,150</p> <p>PBS Cloud £840</p>	To ensure students have the support they need to increase their ability to engage in all types of learning. To give the students the tools they need to be able to self-manage emotions and build	Incidents and RPI reduction PSHE attainment Register of parents attending workshops	Behaviour lead and pastoral lead
5.	Attendance team to monitor data	Attendance Team £ 1,400	To improve attendance	Attendance will improve in line with country comparisons. Persistent absentees will be identified and appropriate support put in place to address	Attendance Team
6	Continue to support staff with specialist approaches when needed.	Curriculum Support Officer £9,280	To maintain the Specialist Curriculum Support Officer role which offers support to teaching teams with regards specialist resources / approaches.	<p>Increase in use of social scripts/ comic strips/ symbols/ visual aids</p> <p>'Autism friendly' classrooms use of Autism Education Trust resources</p>	Specialist Curriculum Officer

				Staff feel supported –see staff questionnaire	
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Review of expenditure:

2021/22:

Intended Outcome:	Impact and next steps	Cost:
1. Students make progress which are inline, or above, that of their peers.	Students are making progress inline with expectations based on their starting point and considering their barriers to learning. Boxall assessments introduced and staff training taken place to support roll out. Subject leads receiving time to review their subject areas and updates plans to address areas for development	Literacy & Numeracy leads meeting once per term. £500 Pastoral team leading interventions: £4,000 Specialist Curriculum Officer Hours contribution towards £3,800
2. Whole school approach to support a recovery curriculum and 'catch up' activities to support student progress.	Training provided as appropriate to support staff development and ability to meet needs of cohort. Nurture award evidence being collated to audit current approaches identify next steps and measure impact. Intervention in place to support specific identified individuals and progress measured with positive outcomes. Student attendance improved	Training / resources: £ 200 Staff training £1,400 individual support / staff training: LSA support: individual resources allocation as required: £ 250 breakfast club / snack £ 350 Rebound Therapy Course £ 369 Educare training £ 800 Parent Support Advisor £ 8,100

<p>3. Establish high quality nurture provision and interventions across school for those students identified with a need.</p>	<p>Staff trained and all staff received training about nurture approaches and benefits/impact. All staff trained to assess students using boxall and use this to identify next steps. Progress measured and monitored against student outcomes</p>	<p>Training £ 500</p>
<p>4. Students will use a range of strategies to manage their behaviours and self-regulate to allow for optimal level of arousal being ready to learn.</p>	<p>Training provided to all staff Behaviour reports monitored and improving outcomes for students Reduction plans monitored and positive outcome for students identified Reduction in incidents In house trained NAPPI trainers allowing for flexibility and ongoing training and development.</p>	<p>Pastoral Lead £ Specialist Support Officer Behaviour Lead £ Solution Circles £650 Behaviour Monitoring £4,047 Termly reports: £335 PBS 3hrs per term £335 Pastoral Lead £20,300 NAPPI Trainee Training x2 £1,668 NAPPI Trainer Training £4,150 PBS Cloud £840</p>

<p>5. To improve attendance of PP students.</p>	<p>Regular meetings to monitor attendance in place. Students identified early and appropriate support provided, follow up as necessary using policy and working with LA and social care. Most PP students have expected attendance levels and improved from previous year</p>	<p>Attendance Team £ 1,400</p>
<p>6. Students will have the opportunity to access a curriculum which engages them and which they can make progress that is appropriate for them.</p>	<p>Curriculum officer identifies resources and equipment required to support the T&L and developed engagement as seen in lesson reviews and pupil progress</p>	<p>Curriculum Support Officer £9,280</p>

LAC Strategy: The Woodlands Academy

Academic Year	2020/2021	Total LAC budget:	£ 7072	September 2020
Total number of students:	123	Total number of LAC:	2	September 2021

Attainment and progress: 2020/ 2021

Writing	Key stage 1 On track:	Key stage 2 On track:	Key stage 3 On track:	Key Stage 4 On Track	2
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Reading				2
Listening				2
Speaking				2
Number				2
Shape, Space and measures				2
Using and Applying				2

Intended Outcome:	Action:	Cost:	Purpose:
To ensure the attainment gap is closed / remains closed for LAC students.	1:1 and small group sessions for intervention work.	£500 per student to support individual / higher staff ratios for key support	Evidence of progression and learning targets / EHCLP targets met / exceeded. LAC students achieve in line with expectations and peers
To ensure LAC students are able to participate in new and challenging experiences.	Purchase of equipment for specific access to curriculum, learning opportunities	£ 500 x each student	Evidence of progression and learning targets / EHCLP targets met / exceeded. LAC students provided with offsite opportunities to develop independence, confidence and self image, life skills and areas identified through Thrive assessment

Miscellaneous – agreed at LAC reviews should any additional areas of support / resources be required.	To fund specific items / activities as agreed	£850	Individual progress towards identified targets including alternative education provision and transition including access to technology, learning resources, support for offsite activities Specific equipment and resources identified and developing engagement and progress in areas of personalised pathway.
1:1 pastoral support to provide provision relating to individual social, emotional and mental well being	1:1 sessions	£500 x each student	Individual progress towards identified targets ensuring social, emotional and mental well being Thrive assessments conducted and provided a framework for staff to support progress and development. Students achieving well. Pastoral manager meets with LAC and discusses PEPs identifying next steps and area of focus
Miscellaneous – agreed at LAC reviews should any additional areas of support / resources be required.		Specific funding allocation above base funding. Allocated through application to Virtual Head	Positive impact on wellbeing, inclusion and progress.