

## Pupil Premium and LAC Strategy

Pupil premium Strategy: The Woodlands Academy					
Academic Year	2020/21	Total PP budget:	£ 54,205 Post LAC: £ service: £0	Date of most recent review:	September / October 2020
Total number of students:	121	Total number of students eligible for PP:	49  £ 1,345 Primary £ 955 Secondary	Next review:	September 2021

### Attainment and progress: 2019/2020

	Students assessed using PIVATS	Students eligible for Pupil Premium
% making progress in Writing	76.8%	80.1%
% making progress in Reading	81.1%	80.1%
% making progress in Listening	82.1%	85.1%
% making progress in speaking	77.9%	80.1%
% making progress in Number	75.8%	80.1%
% making progress in Shape, Space and Measures	71.3%	74.5%
% making progress in Using and Applying	78.7%	80.1%

### Barriers to future attainment (PP, including high ability)

#### In school Barriers:

- Most pupils at Woodlands are working below age related expectations across the curriculum and have individual needs highlighted in their EHCPs. However, eligible for PP, students also often lack life experiences which can contribute to their even lower levels of attainment compared to their peers within the school. This can be their academic abilities and/or as well as their social skills.
- Eligible for PP students have a lower emotional literacy level than their peers within school and may not come to school ready to learn.

#### External Barriers:

- Eligible for PP students may have a more complex home lifestyle compared to their peers.
- COVID-19 was a global pandemic, which caused schools to be closed as education settings from March 2020 for the remainder of the academic year. High-quality teaching was impacted upon, due to remote learning taking place and only teaching keyworker and vulnerable children followed by a blended learning approach for all students across the school

Intended Outcomes	Outcome and measure:	Success Criteria:
1.	To ensure rates of progress are inline, or above, that of their peers.	Data analysis
2.	Whole school approach to support a recovery curriculum and 'catch up' activities to support student progress. This will be monitored through the use of assessments and monitoring of specific students	Observation and reporting of progress
3.	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.	Students with significant behaviours tracked termly. Reduction in incidents. Progress towards Key Milestones – barriers to learning in EHCP.

**Planned Expenditure:**

Intended Outcome:	Action:	Cost:	Purpose:	Impact measure:	staff lead:
To ensure rates of progress are inline, or above, that of their peers.	A recovery curriculum has been designed to ensure students return back to school feeling safe, develop relationships with new staff and become emotionally regulated to ensure they are 'ready to learn.' Assessment to inform the next best steps for individual pupils. A new 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.	weekly updates to SLT from class leads and termly reports to HT/governors  Pastoral team leading interventions: £ 6,800  Specialist Curriculum Officer Hours contribution towards	Class team devise intervention programmes appropriate to needs, detailing staff requirements and resources - gaps in attainment, caused by absence during COVID19 and lack of engagement in remote learning, to be addressed quickly so that students are quickly back on track, in line with baseline data and their starting point	Class team will monitor the impact of progress towards the intervention outcomes and report at regular intervals to SLT / DHT and HT, Analysis will be undertaken using PIVATS, trackers and MAPP (as appropriate) and reported to HT and GB. Ensure all teaching staff are aware of current assessments and identify trajectory to meet or exceed end of year expectations.	Teaching and support staff DHT – review

		£18,559 of £9000 New sensory room £6,840			
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<p>Whole school approach to support a recovery curriculum and 'catch up' activities to support student progress. This will be monitored through the use of assessments and monitoring of specific students</p>	<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><a href="#">EEF Pupil Premium Guide Link: Social and emotional learning (moderate impact)</a> <a href="#">EEF Pupil Premium Guide Link: Self-regulation (high impact)</a></p> <p><a href="https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak">https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak</a></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. Contact parents regularly throughout Lockdown. Provide parents with the opportunity to attend parent groups to allow for mutual</p>	<p>Training / resources: £</p> <p>individual support / staff training: LSA support: £1500</p> <p>individual resources allocation as required: £1500</p> <p>breakfast club / snack £ 2000</p> <p>New sensory room £6,840</p> <p>Wellbeing Award £870</p> <p>Educare training £748</p>	<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.</p>	<p>Due to COVID-19, limited access to therapies will be taking place from September 2020 and will only be available to identified class bubbles. However, once DfE guidance has been released about external therapists, we will update the strategy in line with this. In-house therapies are still available, delivered by school staff, to ensure that students are regulated and sensory needs are met. Progress of students on specific therapies are recorded and monitored to ensure impact.</p>	<p>SLT</p>
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	support network and signpost other agencies.				
Develop communication, problem solving skills and resilience.	<p>Develop the outdoor space to enable students to access outdoor learning.  <a href="#">EEF Pupil Premium Guide Link: Social and emotional learning (moderate impact)</a></p> <p>Ofsted – Learning Outside the Classroom – EYFS statutory Framework states that children must have access to outdoor activities planned daily.</p> <p>Defra 25 – Year Plan – As part of Governments 25 Year Environment Plan the DfE report the importance of children and young people being close to nature to support their health and wellbeing.</p>	<p>Quad  Re development:  £12,960  Resources for quad to encourage play and social interaction £1500</p>	To provide EYFS and semi-formal students with outdoor learning experiences.	<p>IMPACT:</p> <p>Semi-formal outdoor learning leads to provide opportunities  Review of students’ social interaction, engagement with learning  Monitoring of use of outdoor space and learning opportunities</p>	Semi formal lead
Continue to develop our ‘team around the child/young person’ approach. Pastoral Lead / Specialist Support Officer / Behaviour Lead and LT to continue to	<p>Develop pupil’s ability to self-manage emotions and behaviours which may have a negative impact their learning and on others.</p> <p><a href="#">Education Endowment Foundation (EEF) Interventions which target social and emotional learning (SEL)</a> 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  £17,568 contribution of £6140  NAPPI Staff training £1,287</p> <p>Parent Support Advisor  £15,763 contribution of £5400</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	<p>Incidents and RPI reduction  PSHE attainment  Register of parents attending workshops</p>	Behaviour lead and pastoral lead

<p>provide support for teaching teams, 'solution circles' to strategise.</p> <p>Pastoral &amp; Behaviour Lead to allocate time each week for interventions. Work with Well Being In Mind Team to implement consultations and interventions.</p>	<p>which students work with (and alongside) their peers, teachers, family or community.</p> <p>Education Endowment Foundation (EEF) Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p>	<p>Resources to include visuals, social scripts, social communication, social communication/interaction games and programmes, Zones of Regulation £1500</p>	<p>their resilience and independence.</p>		
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Review of expenditure:			
2019/ 20:			
Intended Outcome:	Action:	Impact and next steps	Cost:
<p>Any PP students that are in danger of not meeting targets are identified early and interventions in place.</p>	<p>Class staff devise targeted intervention programmes and strategies for individual need and ability.</p>	<p>All PP students are on track to meet or exceed targets and perform in line with or better than their peers. Individual intervention works exceptionally well within school All students make good or better progress in line with peers.</p>	<p>Pastoral intervention team: £ LSA intervention support in class groups to increase ratio: £</p>

<p>PP students access a range of experiences and opportunities within the whole curriculum offer.</p>	<p>Provide all students with the opportunity to access educational visits within the community, a healthy breakfast / snack, on arrival and during the morning activities, and access to specialist equipment and resources, e.g. meridian centre activities, I pads,</p>	<p>Class team will monitor the impact of progress and report at regular intervals to assistant HT, Analysis will be undertaken using PIVATS, assessment trackers and MAPP (as appropriate) and reported to SLT/HT and GB. All students will access experiences and opportunities regardless of disability or PP. All students access experiences and opportunities within the curriculum offer.</p>	<p>£</p>
<p>Where applicable any PP student who is experiencing additional challenges around sensory, physical, mobility, Social, emotional challenges, access all learning opportunities and make good progress.</p>	<p>Access to breakfast and snack on arrival and during morning. Access to specialist OT support, equipment and resources to support physical wellbeing and sensory processing via sensory diets – rebound, sensory gym. SEMH support.</p>	<p>All PP students will access stimulating and resource rich experiences based in and outside of school to promote health and wellbeing. provide PP students with specialist programmes of support around physical wellbeing, social and emotional support and sensory diets for sensory processing. Provide activities that support readiness for learning and stimulation. The use of supportive therapy interventions and specialist advice are at the centre of an enriching and stimulating curriculum offer within the school, impacting positively on student’s wellbeing and readiness to learn. Ensure all students make better than expected progress.</p>	<p>£</p>

Due to COVID-19, many of the Spring 2 and summer term interventions and support did not take place. Data has then only been considered up until Feb / March 2020.

The Woodlands Academy had up to 63% of all students attending school from March 2020, and 71% of those pupils identified as Pupil Premium., in response to the national lockdown.

Funding was used to support in the following ways:

Supporting families with their individual needs, including weekly food vouchers and providing school support through virtual meetings, welfare calls, emotional and wellbeing support as needed.

Supporting with access to remote learning to ensure that learning continued tailored to each individual.

Implementing a recovery curriculum in preparation for transitioning students back into education. This focused on wellbeing, trauma informed practices, to ensure students were in a place to continue their learning. The curriculum focused on our 3 c’s of communication, connection and community. This ran alongside the activities to re-engage and support ‘catch up’. This will continue to underpin the strategies moving forwards.

LAC Strategy: The Woodlands Academy

Academic Year	2020/2021	Total LAC budget:	£7035	September 2020
Total number of students:	122	Total number of LAC:	3	September 2021

Attainment and progress: 2019/ 2020

	Key stage 1 On track:	Key stage 2 On track:	Key stage 3 On track:	Key Stage 4 On Track
Writing	N/A	N/A	N/A	67%

Reading	N/A	N/A	N/A	67%
Listening	N/A	N/A	N/A	100%
Speaking	N/A	N/A	N/A	100%
Number	N/A	N/A	N/A	100%
Shape, Space and measures	N/A	N/A	N/A	100%
Using and Applying	N/A	N/A	N/A	66%

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.

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.
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
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
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.