

The Woodlands Academy

Pupil premium spending 2019-20

SUMMARY INFORMATION			
Type of special educational needs and disability	ASC/ MLD/SLCN/SLD/SEMH	Date of most recent pupil premium review:	October 2019
		Date of next review:	Jan 2020
Total number of pupils:	99	Total pupil premium budget:	£63,440
Number of pupils eligible for pupil premium:	44	Amount of pupil premium received per child:	£1,442

The Pupil Premium 2019-20 priorities ensure the best support is in place for maximizing progress for our most vulnerable learners in addition to our core offer. The Ofsted Inspection in October 2019 highlighted our use of pupil premium..... *'The spending of pupil premium and other additional funding is well documented and its impact is diligently evaluated. The money is utilised to support individual and group activities which increase personal development and enable pupils to access learning. Good progress from identified starting points is evident for this group of pupils, particularly in reading.'*

Woodlands Academy strives to ensure that the gap being narrowed is supporting learners in meeting their individual aspirational outcomes identified in the Education Health Care Plans for each pupil.

Aspirational targets are identified in each pupils' Personalised Learning Intention Map which work towards narrowing gaps in the following areas:

- Literacy Skills
- Numeracy Skills
- Social and Emotional Development
- Sensory / Physical
- Independence Skills
- SCERTS (for some)

The Pupil Premium Funding will be used in accordingly for different cohorts depending on the individual's needs and priorities.

The assessment data shows that a significant percentage of pupils who receive pupil premium make expected or above expected progress in both English and Maths. The percentage of pupils making expected or above expected progress compared to last academic year has decreased however in 2018/19 Woodlands worked with the Local Authority to place a number of SEMH pupils who were either accessing part time education or not in education at all. These pupils have all attended school

on a full time basis and made progress in areas of the curriculum however our main focus has been supporting pupils' to develop strategies to overcome their barriers to learning and develop their ability to become active independent learners.

Assessment information

CURRENT ATTAINMENT				
	2017-18		2018-19	
	Expected or above	Below	Expected or above	Below
English	100%	0%	86%	14%
Maths	92%	8%	83%	17%

Attendance information

Gap between non- Pupil Premium and Pupil Premium		
	2018 Autumn Term	2019 End of academic year
English	5.5%	1.07%

The gap between non-PP and PP attendance was 5.5% after Autumn 1, 2018 and it reduced to 1.07% by the end of the school year. As part of our Pupil Premium Strategy we assigned the Assistant Head teacher to closely monitor attendance in addition to the setting up of an 'attendance team' which discusses individuals and create personalised appropriate action plans. The Parent Support Advisor also provides support to parents who experience difficulties getting their child to attend school.

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	All pupils have an Education Health Care Plan. An increasing number of pupils have SEMH as a primary or secondary need.
B	Communication needs; non-verbal pupils/ some with limited language and others with social communication difficulties.
C	Low self-esteem and lack of resilience for many pupils.
D	Difficulties regulating behaviour for some pupils including social, emotional needs and sensory integration difficulties, which can have an impact on their ability and readiness to learn.

ADDITIONAL BARRIERS

External barriers:

D	Attendance for some pupils which has an impact on progress.
E	Lack of enrichment activities for some children and young people outside of school.

INTENDED OUTCOMES

Specific outcomes

Success criteria

A	Pupils will use a range of strategies to manage their behaviour and self-regulate to allow for an optimal level of arousal being ready to learn.	<p>Pupils with 3 or more significant behaviour related incidents will reduce by 25% over the academic year; to include a reduction in Restrictive Physical Intervention and an increase in SMART responses.</p> <p>Pupils with significant behaviour related incidents will be tracked termly, to include time, place, possible triggers. Information to be fed back to teaching teams in order to identify any possible interventions.</p> <p>Engagement with learning activities and readiness to learn increasing identified through case studies and individual progress improvement in core subjects where appropriate.</p>
B	Pupils will take part in a range of enrichment activities throughout the school day.	Report on range of enrichment activities on offer in school daily and record of pupils taking part.
C	Pupils with communication needs receive a total communication approach including PEC's, Makaton signing and communication aids. Social Communication groups to be ran across the Key Stages.	Pupil PLIM's, EHC review of individual outcomes, communication aids identified and evident in learning environment and on planning. Individual progress with SLC and within literacy; speaking and/or listening strand.
D	To increase and monitor attendance levels.	<p>Attendance to improve in line with country and county expectations of pupils with similar needs and abilities.</p> <p>National Average (Autumn 2017/Spring 2018) – 89.7%</p>

Planned expenditure

ACADEMIC YEAR					
Quality of provision for all:					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	When will you review this?
Ensure pupils with SLCN have access to a range of total communication strategies, including PECS, signing and communication aids.	<p>Pupils with SLCN use a range of strategies to aid and develop their communication.</p> <p>Further develop the use of signing across the whole school.</p> <p>Ensure there is uniformity and consistency with the use of symbols and visual structure across the school.</p> <p>Investigate and invest in SLC programmes such as Sally, Socially Speaking, Think Time, Friends, Talk about, I Can, Blast</p>	<p>Recent increase in pupil numbers including those with SLCN.</p> <p>Identified a need to use more electronic aids i.e. IPADS.</p> <p>New staff cohort – signing training required.</p> <p>Symbols being used vary across the school.</p> <p>Visual structure not used consistently across the school.</p> <p><i>The SCERTS® Model is a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and persons with ASD and related disabilities, and their families. SCERTS® focuses on building competence in Social Communication, Emotional Regulation and Transactional Support as the highest priorities that must be addressed in any program, and is applicable for individuals with a wide range of abilities and ages across home, school and community settings.</i></p>	<p>Observations of staff and individual pupils</p> <p>Staff training</p> <p>Peer support</p> <p>Specialist Curriculum Officer to support in making of symbols / visual structure</p> <p>Use of SCERTS approach to assess progress and highlight needs.</p>	<p>£5,000– staff training</p> <p>Specialist curriculum role</p>	<p>January 2020</p>

<p>Ensure pupils with social communication needs have bespoke social communication groups.</p>	<p>Pupils with social communication needs make progress in this area of difficulty. Use of Social Communication checklist provided by Speech and Language Therapist. Use of SCERTS assessment to measure progress.</p>	<p>Increasing number of pupils with social communication needs.</p>	<p>Peer observations Learning Walks Use of social communication checklist</p>		
<p>Continue to improve pupil attendance</p>	<p>Attendance will improve in line with country comparisons. Persistent absentees will be identified and appropriate support put in place to address.</p>	<p>The attendance team had a positive impact last year and early help meant a reduction in persistent absentees. Last year our Pupil Premium pupil's attendance went up from 88% after Autumn1 to 90.27% by the end of the academic year.</p>	<p>Assistant Head teacher to oversee the attendance team.</p>	<p>£6,840 Admin & Ass Head hours</p>	<p>Reviewed half termly</p>

<p>Pupils to have opportunity to access off site educational activities. Enrichment activities will include swimming, horse riding and rock climbing. Pupils will have the ability to use learnt skills to problem solve in a meaningful way and develop independence.</p>	<p>Pupils to have access to regular out of school activities including shops, cafes, museums and other local facilities using the mini bus and pool car.</p>	<p>Education Endowment Foundation (EEF) - <i>Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy, or mathematics lessons.</i> <i>Adventure education usually involves <u>collaborative learning experiences</u> with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also <u>Metacognition and self-regulation</u>) may also be involved</i></p>	<p>Record of activities logged alongside attendance by pupils to gain a clear understanding of opportunities and access. Teacher planning documents to include how the enrichment activity has been developed back in the classroom and skills being transferred by pupils.</p>	<p>£20,000 HLTA / ATA/GTA hours (across the school) required to allow for off-site opportunities and appropriate adult supervision. Costs associated with enrichment opportunities and associated transport.</p>	
Total budgeted cost:					31,840

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	When will you review this?
Develop pupil's ability to self- manage emotions and behaviours which may have a negative impact their learning and on others.	<p>Continue to develop our 'team around the child/young person' approach.</p> <p>Pastoral Lead / Specialist Support Officer / Behaviour Lead and LT to continue to provide support for teaching teams, 'solution circles' to strategise.</p> <p>Pastoral & Behaviour Lead to allocate time each week for interventions, incl autism awareness, bereavement and behaviour management (bespoke packages).</p>	<p>Education Endowment Foundation (EEF)</p> <p>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 which students work with (and alongside) their peers, teachers, family or community.</p>	<p>Monitor NAPPI report – number of incidents / profiling.</p> <p>Monitor Positive Behavior Scales</p> <p>Monitor intervention timetables</p>	<p>£5,600</p> <p>Behaviour Lead hours</p> <p>Pastoral Lead hours.</p> <p>Investigation and possible implementation of alternative software to record and monitor.</p>	
To maintain the Specialist Curriculum Support Officer role which offers support to teaching teams with regards specialist resources / approaches.	Continue to support staff with specialist approaches when needed.	<p>SCERTS – support with resourcing and advisory role.</p> <p>TEACCH – support with resourcing strategies for pupils with ASC.</p>	<p>Increase in use of social scripts/ comic strips/ symbols/ visual aids</p> <p>Areas to be less cluttered and ASC friendly.</p> <p>Staff feel supported –see staff questionnaire</p>	<p>£5000</p> <p>Specialist Curriculum Officer hours</p>	

<p>To maintain the Parent Support Advisor role which offers support to parents in need.</p>	<p>Link for hard to reach families, to work with families to increase engagement and help overcome barriers to pupil achievement. Parent groups to allow for mutual support network, to be facilitated by the PSO.</p>	<p>High proportion of pupils whom deprivation could negatively impact on their progress. Extended Parent Evenings to include time to share and discuss PLIMS Since Sept 2018 Parent Workshops have been set up covering a range of topics including Behaviour Management, Sensory and Early Help Signposting. On average over the course of 2018-19 up to 10 parents attended the meetings / workshops. Up to 7 of these are parents of PP pupils. Our Parent Support advisor has supported and 'signposted' up to 15 families whose child / young person is in receipt of pupil premium.</p>	<p>Parent Support Advisor to keep a record of families who receive support and associated impact of this on pupil progress. Continual set up of Parent Group speakers. Use of space to run a Healthy Choices programme by NYCC.</p>	<p>£8,000 – Parent Support Advisor role</p>	
Total budgeted cost:					18,600
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Cost	When will you review this?
<p>To continue to employ specialist teachers / teaching assistants and train support staff for a specialist activities.</p>	<p>Progress towards communication targets – see small steps SCERTS targets.</p>	<p>Music Therapist- Music Therapy is an established psychological clinical intervention, it is delivered by a registered music therapist. This has proved to be a positive intervention at the Academy for many years. We have seen progress using the SCERTS framework that helps to identify strengths and needs, what areas of development to focus upon, and breaks down essential skills into achievable goals.</p>	<p>SCERTS targets – progress made. Photographic evidence Reports from Music Therapist</p>	<p>Music therapy – contribution of £6000 per year</p>	

<p>To develop a space within the school which pupils can access who are struggling to engage and funding staffing.</p>	<p>Support pupils who are disengaged and enable them to reengage back into the classroom. Identify pupils who require specialist interventions and lead on or facilitate these.</p>	<p>Education Endowment Foundation (EEF) <i>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. The interventions themselves can be split into three broad categories:</i></p> <ol style="list-style-type: none"> 1. <i>approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</i> 2. <i>universal programmes which seek to improve behaviour and generally take place in the classroom; and</i> 3. <i>more specialised programmes which are targeted at students with specific behavioural issues.</i> 	<p>Pastoral Lead to monitor Monitoring of key pupils who disengage from learning regularly – case studies to show progress</p>	<p>£7,000</p>	
<p>Total budgeted cost:</p>					<p>£63,440</p>

PREVIOUS ACADEMIC YEAR 2018/19

Quality of teaching for all

Action	Intended outcome	Impact	Lessons learned	Cost
<p>Continued investment in Nesy Reading & Spelling, and Nesy writing Beach, a computer based structured phonics resource</p> <p>Continued investment in a Curriculum Support Officer to ensure staff have the correct level of training and ongoing support to ensure pupils have resources to break down barriers to learning, for example visuals, social scripts</p> <p>To ensure a new qualification/ accreditation pathway meets the needs of our pupils, for both formal and semi-formal learners:</p> <ul style="list-style-type: none"> - The Open Awards will be used for Formal Learners for Functional English and Maths Qualifications and Skills for Further Learning and Employment - The AQA Unit Award Scheme will be introduced to recognise the achievements of our semi-formal learners. <p>Embedding the new format of 'Personal Learning Journal'.</p> <p>Interventions for literacy and numeracy for key pupils. Literacy interventions could</p>	<p>To continue to build on the progress made to improve pupil's reading and writing skills.</p> <p>To enhance the curriculum opportunities and curriculum input for all pupils in the academy.</p>	<p>61% of PP pupils making progress in reading using Nesy Data Capture compared with 41% of non PP pupils.</p> <p>64% of PP pupils making progress in spelling using Nesy Data Capture compared with 75% of non PP pupils.</p> <p>Open Awards used throughout Formal KS4 AQA awards – 12 KS4 pupils Open Awards – 6 KS4 pupils</p> <p>Expected or above progress 86% - English 83% - Maths</p> <p>Below 14% - English 17%- Maths</p>	<p>Continue to use Nesy reading and spelling programme to motivate reading and spelling. Staff to baseline in order to measure progress accurately. Ensure all staff use this as this year some data unavailable.</p> <p>ASDAN to be reintroduced for some learners.</p> <p>Whole school view of interventions and how they are planned and impact.</p>	<p>£19,055.73</p>

<p>include: - 1st class @ writing - TRUGS - Inference Training - Guided Reading Partners -1st class @ Numbers2</p>				
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Targeted support				
Action	Intended outcome	Impact	Lessons learned	Cost
<p>Parent Support Advisor role to be established.</p> <p>Establish a parent group.</p> <p>Develop parent workshops around specific needs / issues.</p> <p>Investment in a Specialist Carers Advisor.</p> <p>Establish 'The Nest' a nurture base, primarily for the support of pupils identified with SEMH.</p> <p>Embed 'The Thrive' approach throughout the school.</p> <p>Maintain 'Healthy Living' club which promotes healthy eating and exercise for key pupils.</p> <p>Ongoing investment in Music Therapy.</p> <p>Ongoing investment in a Pastoral Support Manager</p> <p>Sensory Lead to identify pupils who require a more personalised sensory programme.</p>	<p>Continue to enhance links with parents.</p> <p>To enhance the opportunities for school leavers.</p> <p>Develop the provision for pupils identified with SEMH.</p> <p>Enhance the healthy eating curriculum and the opportunities for pupils to become healthier in their choices – diet and exercise.</p> <p>See Individual SCERTS targets</p> <p>Pupils with significant sensory difficulties to have individualised sensory programmes</p>	<p>Parent meetings / workshops have been well attended and covered a range of themes.</p> <ul style="list-style-type: none"> • See Parent groups schedule / evaluations • See Parent responses to questionnaire <p>Two pupils who were full time in 'The Nest' are now accessing more time in the main classroom.</p> <p>Two members of staff trained as THRIVE Practitioners. Whole school THRIVE training completed.</p> <p>Positive behaviour management strategies used using 'THRIVE' approach – see Behaviour data.</p> <p>See Music Therapy reports</p> <p>Pupils have made progress in SCERTS / MAPP communication targets. – see individual assessments</p> <p>See sensory programmes for individual pupils.</p> <p>Equipment purchased to enable the running of these programmes.</p>	<p>Parent training / workshops have been well received by parents and will continue next year.</p> <p>9 parents meetings / workshops which were set up last year were well received by parents.</p> <p>Target more parents – look at need, venue, and timings?</p> <p>Parent groups booked in Autumn Term 2019 –</p> <p>Healthy Choices</p> <p>Solicitors</p> <p>Learning Disability Team</p> <p>School Nurse</p> <p>Early Help</p> <p>Pupils will be taking part in Food Technology lessons and regular physical activities both on and off site, including Rock Climbing, Swimming and the Gym.</p> <p>Music Therapy has been secured until end of the term and then will be looked at to see if can fund going forward. Impact continues to be measured using SCERTS targets with video evidence from each session.</p>	<p>£35,777.46</p>

Other approaches				
Action	Intended outcome	Impact	Lessons learned	Cost
<p>To ensure a robust 'on call' system is in place to provide support for pupils and staff.</p> <p>Continue to invest in a Behaviour Lead and the linking of the Pastoral and Behaviour Lead to facilitate 'solution circles'.</p> <p>To establish and sustain an active School Council in the Academy.</p>	<p>Ensure a 'team around the child' approach for pupils who have complex needs.</p> <p>Ensure all pupils and staff are kept safe during a serious incident.</p> <p>Deliver bespoke training to all staff regarding challenging behaviour and strategies used.</p>	<p>From a review of data it is possible to identify both whole school trends and be proactive in the identification of key pupil behaviour. Key findings are published termly.</p> <p>School council was active meeting half termly and taking actions forward.</p>	<p>Continue to invest in Behaviour Lead and Pastoral Lead. Both will continue to work closely together, providing support to pupils with complex needs and ensuring 'team around the child' approach for SEMH pupils.</p> <p>Specialist Curriculum Officer and Staff Governor to lead on this year.</p>	<p>£1,478.92</p>
Total Budgeted Cost: £56,275				