

Pupil premium strategy / self-evaluation (SEN schools)

1. Summary information					
School	The Woodlands Academy			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD/MLD/ASC
Academic Year	2018 - 2019	Total PP budget	£56,275	Date of most recent PP Review	July 2018
Total number of pupils (Jan 2018 census)	85	Number of pupils eligible for PP (Jan 2018 census)	41	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
	Pupils eligible for PP at Woodlands Academy	Pupils not eligible for PP at Woodlands Academy
% achieving UQ targets in literacy	29.2%	22.7%
% achieving UQ targets in numeracy	31.8%	15.6%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	All pupils have an Education, Health and Care Plan; this means there are significant barriers for all pupils in terms of accessing learning and the impact on future attainment for all.
B.	Significant numbers of pupils who have social, emotional and mental health issues and attachment issues.
C.	Significant numbers of pupils who have communication difficulties and/or sensory integration difficulties.
External barriers	
D.	There is a significant level of social deprivation in the locality, which can impact on parental engagement and attendance.

4. Intended outcomes (specific outcomes and how they will be measured)	Success criteria
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A.	To continue to build on the progress made to improve pupil's reading and writing skills.	High levels of progress in reading and writing for all children, including those whose progress is measured through the MAPP system of assessment.
B.	To enhance the curriculum opportunities and curriculum input for all pupils in the academy.	High levels of academic progress across all areas of the curriculum in all areas of the academy.
C.	To continue to enhance links with parents.	Greater parental engagement and understanding of the curriculum, assessments used and interventions offered.
D.	To develop the provision for pupils identified with SEMH.	Pupils identified with SEMH are accessing an appropriate curriculum and making sustained progress.

5. Planned expenditure

Academic year

2018-2019

The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continued investment in Nessy Reading & Spelling, and Nessy writing Beach, a computer based structured phonics resource	A	Nessy is an internet-based program developed by a team of specialist teachers and psychologists. Developed for students with reading differences such as dyslexia. It has a high level of engagement for our pupils, and had proven results last academic year (through YARC and Nessy tracking).	The Literacy lead will monitor, and within each class group there is a nominated member of staff who is 'Nessy Champion'.	LED Nessy Champions/ Class leads	Reviewed termly by the Literacy Lead.

<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>B</p>	<p>A specialist approach is required for many of our pupils to make and sustain progress. The experience our Curriculum Support Officer has is invaluable to class leaders to ensure that all our pupils are able to access teaching and learning opportunities, regardless of their needs.</p>	<p>The Curriculum Support Officer is directly line-managed by the Headteacher.</p>	<p>KL/AC</p>	<p>Reviewed termly by the Headteacher.</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 	<p>B,D</p>	<p>Open Awards is an Awarding Organisation approved by Ofqual. And the Open Awards Qualifications have already been successful in awarding catering qualifications for our formal learners. The offer a broad range of options within the qualifications, which suit the different interests and abilities of our formal learners.</p> <p>TUAS has been offered by AQA as a recording of achievement scheme for over 30 years. It is a tried and tested means by which learners, no matter what their age or ability, can</p>	<p>The Assistant Head will ensure delivery of the qualifications meets the expectations of the course. We will take advice from an experienced member of staff (RBK) and attend any moderation meetings available for the locality. All qualifications will be externally verified by Open Awards.</p> <p>The first two claims for the Unit Awards will be scrutinised by the AQA.</p>	<p>JH/ Class leaders</p>	<p>All qualifications and accreditation to be reviewed half termly by the assistant head.</p>

the achievements of our semi-formal learners.		have their achievement formally recognised.			
Embedding the new format of 'Personal Learning Journal'.	A, B	The Personal Learning Journals are a working document, which will evidence pupils making sustained progress towards targets set. This allows staff to be confident in tracking and monitoring progress and moving targets on when appropriate.	Monitoring the personal learning journals is part of the assessment cycle, and will be monitored by senior leaders.	MO/JH	As documented in the assessment cycle.
Interventions for literacy and numeracy for key pupils. Literacy interventions could include: - 1 st class at writing - TRUGS - Inference Training - Toe by Toe - Better Support Reading Partners - Phonics - Guided Reading Partners	A	All interventions are evidence based and have had proven results. The interventions used previously have proved to be engaging for our learners and have resulted in progress being made.	Literacy and Numeracy leads will monitor progress. Baseline and end of assessment testing will be used for all interventions.	LED/JH	Interventions will be monitored according to the time scale of the intervention. (Eg after 10 weeks for 1 st Class@ Number 2)

The numeracy intervention is 1 st Class at Number 2.					
Total budgeted cost					£19,055.73
ii. Targeted support					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Parent Support Advisor role to be established.	D	A dedicated parent support advisor will be a link for hard to reach families, and be able to work with families to increase engagement and help overcome barriers to pupil achievement.	The PSA will be line managed by the Pastoral Support Manager. There will be a probationary period to monitor performance.	RL	The role will be reviewed regularly as part of the probationary period.
To establish Parent Groups	C	Parent groups will enable parents to meet other parents and form mutual support networks. These will be facilitated by the parent support advisor, who will also be able to signpost parents to areas of support within the community.	Parent Voice questionnaires. Improved engagement indicators (attendance to parents' meetings etc)	RSt/RL	Each parent group will be reviewed within a week of it taking place.
Continue to develop Parent Workshops around specific issues/needs.	C,D	The parent workshops (autism awareness, support strategies, sensory and visual resources) which ran last year were very well received, as evidenced through parent questionnaires. We have several parents/carers who would benefit from further input in order to support their children at home.	Parent Voice questionnaires	RL/RSt	Parent Workshops are reviewed within a week of them taking place.

Investment in a Specialist Careers Advisor to consult on preparing for adulthood from Y9 upwards for key pupils.	B,C	Parents value the input from someone independent when looking at options for transition to post-16 providers. We have a named Specialist Careers Advisor, who has worked closely with the Academy for a number of years and already has established relationships with many of our families and pupils.	Parent and Pupil voice.	JH	The work with families and pupils is reviewed through reporting afterwards to the Assistant Headteacher.
To establish 'The Nest', a nurture base, primarily for the support of pupils identified with SEMH.	B,D	Studies show that pupils who access a nurture provision make significant improvements with their social and emotional skills and significant decreases in challenging behaviours.	The provision will be overseen by the Pastoral Support Manager, and will be the base for the Parent Support Advisor. The Boxall Profile will be used to measure social and emotional progress for pupils accessing the Nest.	AC/RL/ RSt	The Provision will be reviewed at least termly by the Headteacher.
To embed the Thrive approach throughout the academy.	D	Thrive's approach to understanding and working with children's social and emotional development has developed in accordance with current findings in neuroscience.	The Headteacher will oversee the implementation of the approach, alongside the pastoral support manager. Thrive assessments will be in place for key pupils.	AC/RL	Reviewed at least termly
To maintain an Attendance Team to analyse attendance data and provide early	B,C	The Attendance Team had a positive impact in the previous year and early help meant a reduction in persistent absenteeism.	The Assistant Headteacher oversees the attendance team.	JH/SS/ SF	Reviewed half-termly by assistant Headteacher.

intervention for pupils with attendance issues.			The attendance figures meet targets.		
To maintain Healthy Living Club, which promotes healthy eating and exercise for key pupils. This year a qualification has been attached to the course.	B,C	Healthy Living Club has had a positive impact in previous years. This year, it has been developed to involve parents of key pupils and for pupils to have the opportunity to achieve a qualification from successful participation.	The assistant Headteacher is the direct line manager for RBr, who runs Healthy club. Pupil Voice. Parent Voice	RBr/JH	Reviewed termly by the assistant Headteacher.
Ongoing investment in a specialist Music Therapist to work with key groups and pupils.	B	Music therapy is an established psychological clinical intervention, which is delivered by Health and Care Professions Council (HCPC) registered music therapists, to help people of all ages, whose lives have been affected by injury, illness or disability through supporting their psychological, emotional, cognitive, physical, communicative and social needs. This has proved to be a positive intervention at Woodlands academy for many years.	Class leads' feedback. Pupil voice Parent Voice The sensory lead oversees the music therapy input.	SBk	Reviewed termly by the sensory lead.
To continue to invest in the SCERTS programme.	B	This is a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children with ASD and their families. It has been successfully used in previous years with key pupils.	Individual pupils have SCERTS included in their personal learning journals and working walls.	RL	Individual's progress is reviewed in line with the SCERTS programme.

Ongoing investment in a Pastoral Support Manager	B,C,D	<p>The role of the Pastoral Support manager is integral to the holistic support we offer our pupils and families. They are the primary link for other agencies including CAMHS, and a Designated Safeguarding Deputy.</p> <p>The Pastoral Support manager has taken the lead on setting up and overseeing 'The Nest' provision.</p> <p>The relationships she has formed with some of our most vulnerable students is crucial to their health and well-being.</p>	The Pastoral Support Manager is directly line-managed by the Headteacher.	AC/RL	The Pastoral Support Manager is performance managed as detailed in the appraisal cycle.
Continue the use of the Sensory Framework to identify pupils who require more personalised sensory programmes including a sensory profile and diet	B,C,D	The sensory profiles and diets have been successful in providing support for pupils with sensory issues and allowed them to access learning opportunities.	<p>The Sensory Lead is working with cluster of Special Schools to develop framework, sensory profiling and strategies.</p> <p>Sensory Lead to monitor implementation in school.</p>	SBk	Sensory Lead will monitor as per action plan.
Establishing an art intervention to engage key pupils and groups of pupils.	B,D	Many of our pupils are interested in and enjoy art, and we want to use this as a way to engage key pupils who are finding it difficult to otherwise engage in learning for a variety of reasons.	<p>The intervention will be led by an HLTA and overseen by the sensory lead.</p> <p>Pupil voice</p>	RL/BM	Termly.
Total budgeted cost					£35,777.46
iii. Other approaches (including links to personal, social and emotional wellbeing)					

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To establish and sustain an active Student Council in the Academy	B	Research shows where a Student Council is supported and nurtured, it helps to improve many aspects of school life, whilst providing leadership and development opportunities for pupils.	The School Council will be led by the Assistant Headteacher. Pupil Voice	JH	Termly
To ensure a robust 'On Call' system is in place to provide support for pupils who are displaying challenging behaviours.	B,D	To better meet the social and emotional needs of pupils who are displaying challenging behaviour, whilst limiting the impact on their peers.	Nappi reports Staff feedback	MO/ SMT	Behaviour Lead to monitor regularly.
Improving links with other schools	A,B	Shared good practice between schools will benefit the provision we provide and allow us to develop further.	Actions from meetings/visits will be implemented and impact measured accordingly.	AC	Monitor following visits and meetings.
Continue to invest in the Behaviour Lead role.	B,D	The Behaviour Lead has oversight of all behaviour strategies, including NAPPI, Positive Behaviour Scales, Behaviour Care Plans and on-call. This allows for a strategic approach to managing pupils with challenging behaviour.	The Behaviour Lead is line-managed by the Headteacher.	AC/MO	As required by the appraisal cycle.
Total budgeted cost					£1,478.92

6 Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Set up Better Reading Support Partner interventions within teaching teams.</p> <p>Identify individuals / groups of pupils who require phonics intervention</p> <p>Use of Nesy Reading & Spelling computer based structured phonics resource.</p>	<p>Increase pupil's reading ages by providing interventions, more opportunities</p> <p>Increase pupils writing progress by providing interventions</p>	<p>See Closing the Gap data report</p>	<p>Reading Interventions will continue to be used for some PP pupils</p> <p>The implementation of Interventions and how these are structured and measured is an action on the School Development Plan</p> <p>Nesy Reading & Spelling is extremely motivating used to measure progress.</p> <ul style="list-style-type: none"> - See Nesy Reading Data PP 	<p>£8.066.24</p> <p>See Spread sheet for breakdown of costings</p>

<p>Parents meetings</p> <p>Parent workshops including SaLT, SCERTS, Zones of Regulation, Clicker 7</p>	<p>Continue to improve parental links therefore enhancing parental understanding of the curriculum, assessment and interventions offered.</p>	<p>Parent meetings / workshops have been well attended and covered a range of themes including Autism Awareness, Behaviour Management, Sensory, PECs etc</p> <ul style="list-style-type: none"> - See Parent groups schedule / evaluations 	<p>Parent training / workshops have been well received by parents and will continue next year</p>	<p>£2,821.12</p> <p>See Spread sheet for breakdown of costings</p>
<p>Pupils access community regularly using the mini bus</p>	<p>Enable pupils to access their local communities</p> <p>Enable pupils to use a range of strategies to communicate with a range of people within the community</p>	<p>Pupils access a range of environments in the community including shops, parks, beach</p> <ul style="list-style-type: none"> - All pupils access community at least once every 3 weeks - Some PP Pupils require more support staff input to enable them to access the wider community - Some PP pupils have more frequent access to the community 	<p>Continue to plan trips out to a range of environments</p> <p>'Offsite Lead' to monitor</p>	<p>£4,851.00</p> <p>See Spread sheet for breakdown of costings</p>
<p>Curriculum Support Officer to provide training, workshops, resources</p>	<p>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</p>	<p>Pupils are provided with the appropriate visual resources, e.g. social scripts, TEACCH resources</p> <p>-A significant number of PP pupils require the use of symbols and specific visual resources to enable them to access the curriculum</p>		<p>£4,902.00</p> <p>See Spread sheet for breakdown of costings</p>

	learning, for example visuals, social scripts	-CSO has supported and resourced the parent workshops		
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Set up social communication group in formal teaching teams	To improve social communication skills in formal classes	Social Communication groups set up in formal classes	Social Communication Groups will continue to be part of the curriculum	£878.60
Lego Intervention Group to develop social interaction		Impact shown KS 3/4 – see social communication checklists See Vineland scores (Lego)	KS 3 / 4 – as part of PSHE and runs throughout the school day KS 2 / 3 – groups to be planned as blocks Pastoral Manager to monitor lego interventions	See Spread sheet for breakdown of costings £1,541.34

<p>Use of Sensory Framework to identify pupils who require more personalised sensory programmes including a sensory profile and diet</p>	<p>Pupils provided with sensory profiles and individualised sensory programmes</p> <p>Sensory programmes incorporated throughout the day to enable optimal level of arousal for learning</p>	<p>Pupils with significant sensory needs have sensory profiles and 'sensory diets' throughout the day allowing them to access learning</p> <p>Movement breaks and individual sensory equipment enables access to learning</p> <ul style="list-style-type: none"> - See sensory profiles - See sensory diets 	<p>-Ensure all staff are following the Sensory framework</p> <p>-Sensory profiles and discrete sensory programmes continue to be in place for Tier 3 pupils</p> <p>-'Sensory diets' are in place for Tier 2 pupils</p> <p>- Daily alerting / calming breaks for Tier 1 pupils</p>	<p>£3,072.30</p> <p>See Spread sheet for breakdown of costings</p>
<p>Identify outcomes and targets to develop the social communication, emotional regulation and transactional support of pupils with a range of communication needs.</p>	<p>Develop social communication skills</p> <p>Develop abilities to regulate emotions</p> <p>Ensure resources / approaches made available at an individual level e.g. TEACCH</p>	<p>PP Pupils with significant communication needs have SCERTS assessments</p> <ul style="list-style-type: none"> - See SCERTS evidence file 	<p>-SCERTS Lead to monitor use of SCERTS assessment</p>	<p>£7,816.96</p> <p>See Spread sheet for breakdown of costings</p>

Pupils to attend a Healthy Living Club once weekly	Pupils to increase their knowledge of and understanding of how to plan prepare cook and serve healthy meals.	3 PP pupils attended Healthy Living Club once weekly throughout the year 1 of these pupils has ongoing issues and will be part of Healthy Living Club 2018/19 -See Healthy Living Club file of evidence	-Received 'Badge of Excellence' for Healthy Living Club. -To increase parent participation parents must attend some sessions	£893.30 See Spread sheet for breakdown of costings
Pupils to complete accredited catering course towards employment.	Yr 10 / 11 PP pupils achieve accreditation / qualification in Catering	Range of accreditations and qualification gained incl: Open Awards Entry Level1 / 2 /3 Award skills for further learning and employment Level 1 – Food Hygiene	-Continue to offer 2018 /19	£6,629.40 See Spread sheet for breakdown of costings
iv. Other approaches (including links to personal, social and emotional wellbeing)				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Enable pupils to monitor their own anxiety levels and build in their own strategies to regulate	Pupils will develop their ability to use a range of strategies to self-regulate including 'zone of regulation' and regulate	'Zones of Regulation' approach adopted throughout the school. Mindfulness course (Paws.b) participation by both PP and non PP pupils - See Paws.b impact information	-Zones of Regulation' is now embedded across the school -Mindfulness course to be part of timetable for some pupils / Mindfulness lunch times?	

	mindfulness techniques	<ul style="list-style-type: none"> - See Behaviour analysis 		<p>£1,258.40</p> <p>See Spread sheet for breakdown of costings</p>
Enable pupils to access all areas of the curriculum by supporting them with their social and emotional difficulties	Pupils with significant emotional and social difficulties to access the curriculum	<p>If required pupils have individualised programmes which are personalised to a very high standard, to include 'key adult', modification of environment, 'team around the child' approach.</p> <ul style="list-style-type: none"> - See Boxall Measure for Impact - See examples of individualised plans - See IRC's - See Positive Behaviour Scales 	<p>Continue with this approach</p> <p>Next year – THRIVE approach introduced</p>	
Provide support through a period of bereavement	To use a range of strategies to cope with emotions around bereavement	<p>One term of 1:1 work with Pastoral Manager</p> <ul style="list-style-type: none"> - See Boxall Measure - See Individual Reflective Chronologies 		£668.16
Provide support for families to break down barriers to learning	Families are supported by a wide range of professionals	<p>Pastoral Manager met with wide range of professionals regularly bespoke to family's needs</p> <p>Parent groups / training / workshops throughout the year</p>	<p>Parent Support Adviser employed this year (part time)</p> <p>Parent groups / training set up for 2018 19</p>	£5,568.00

Meet with a wide range of agencies to provide holistic support incl, school nurse, support workers, social care and therapists.	Pupils are more able to access learning due to improvements made by input from professionals			
				Total Cost £49,454.82