

Statement of pupil premium strategy 2017 - 2018

1. Summary information					
School	The Woodlands Academy			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD/MLD/ASC
Academic Year	2017-2018	Total PP budget	£51,925	Date of most recent PP Review	Oct 2017
Total number of pupils	83	Number of pupils eligible for PP	40 plus 4 LAC	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	<i>Pupils eligible for PP at The Woodlands Academy</i>	<i>Pupils not eligible for PP</i>
% achieving expected or above expected progress in reading	95%	90%
% achieving expected or above expected progress in writing	93%	97%
% achieving expected or above expected progress in mathematics	97%	100%
% achieving expected or above progress in PSD	100%	100%

3. Barriers to future attainment (for pupils eligible for PP)	
Barriers to Learning	
	The very nature of the needs of our pupils at The Woodlands Academy means that there are several barriers that impact on the pupils accessing learning and therefore impacting on future attainment.
	Social Emotional and Behavioural Needs
	Sensory Integration Difficulties
	Communication Difficulties
	Attachment Difficulties

External Barriers

Difficulties transferring skills to different settings

The needs of the pupils family impacts on the whole family. It is imperative that we are able to support the family and have strong links with agencies involved with the pupil.

4. Planned expenditure

Academic year

2017 - 2018

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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>Increase pupil's reading ages by providing interventions, more opportunities</p> <p>Increase pupils writing progress by providing interventions</p>	<p>Set up Better Reading Support Partner interventions within teaching teams. Identify individuals / groups of pupils who require phonics intervention</p> <p>Nessy Reading & Spelling computer based structured phonics resource.</p> <p>Nessy Writing Beach computer based structured</p>	<p>Pupils who took part in BRSP Intervention last year made progress – see YARC assessment</p> <p>Nessy Reading & Spelling is an internet-based program developed by a team of specialist teachers and psychologists. Developed for students with reading differences such as dyslexia.</p> <p>Writing Beach offers an engaging way to help children understand the building blocks of written language whilst having fun. Learn about</p>	<p>Literacy Subject Leader will monitor</p> <p>Use of Nessy tracking systems</p> <p>York Assessment for Reading and Comprehension assessments</p>	<p>Class Leads LED</p>	<p>Termly – see Subject Leader file</p>

	<p>Clicker 7 audit the use of in classes. How to encourage reluctant writers?</p> <p>Groups to take part in 1st class writing intervention.</p> <p>Groups to be identified to follow school handwriting programme</p>	<p>sentence structure, grammar, punctuation and strategies that give children a structure they can follow when writing.</p>			
<p>Continue to improve parental links therefore enhancing parental understanding of the curriculum, assessment and interventions offered.</p>	<p>Parents meetings</p> <p>Parent workshops including SaLT, SCERTS, Zones of Regulation, Clicker 7</p>	<p>Changes to the curriculum and assessment tools to be explained to Parents/ Carers.</p> <p>Parents / Carers to be involved in the target setting of personal / social development (see PLIMS) in the hope that these skills will be transferable to the home environment.</p>	<p>Parent questionnaires</p> <p>Evidence of Progress – MAPP / CASPA/ EHCP Targets / PEP Targets</p>	SMT	Jan 2018
<p>Enable pupils to access their local communities</p>	<p>Pupils access community regularly using the mini bus</p>	<p>Our pupils need explicit teaching of social rules and expectations in different community settings</p>	<p>Evidence of progress of EHCP targets in Show Progress</p>	SMT	Jan 2018

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	Curriculum Support Officer to provide training, workshops, resources	Specialist approach required for many of the pupils. Visual structure / Social Scripts etc	Line Management and Appraisal of KL	AC/KL	
Budgeted cost					£ 16,478

Targeted interventions incl social and emotional development, social communication, healthy living					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation?
To provide support through a period of bereavement for 2 pupils.	Specific interventions – supported by St Catherines Hospice	Training from a local hospice by experienced counsellors	Lead and implemented by Pastoral Manager	RL	
Enable pupils to monitor their own anxiety levels and build in their own strategies to regulate		Research has shown this strategy works	Baseline and post project how each pupil perceives their anxiety levels	RL	On-going
To improve social communication. Focussed targets.	Lego Group SCERTS Social communication groups	A researched approach used county wide. Has shown significant improvement in the targeted areas. Input from speech and language therapist with specific knowledge around Autism to target specific skills.	Ongoing monitoring. SCERTS assessment / MAPP Basline based on SCERTS produced by	RL / AC	As part of Pastoral Manager role

			SaLT		
Enable pupils to access all areas of the curriculum by supporting them with their social and emotional difficulties	Boxall Profile and target setting with the right interventions Tier 1 2	Research by Marjorie Boxall produced a profile that identifies the levels of skills the children and young people possess to access learning.	Evidence of progress of EHCP targets in Show Progress	RL/KL	As part of Pastoral Manager role
Use of Sensory Framework to identify pupils who require more personalised sensory programmes including a sensory profile and diet	Sensory Framework	Sensory Lead working with cluster of Special Schools to develop framework, sensory profiling and strategies	Sensory Lead to monitor	SBK	As part of Sensory Lead role
Identify outcomes and targets to develop the social communication, emotional regulation and transactional support of pupils with a range of communication needs.	SCERTS	A research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children with ASD and their families. Provides staff with a better understanding of ASD and the right interventions to use with our pupils	Individual pupils SCERTS files in working walls Success in pupils specific social communication and emotional regulation targets Termly monitoring of progress	RL /AC	As part of Pastoral Manager role
Pupils to increase their knowledge of and understanding of how to plan, prepare cook and serve healthy meals.	Healthy Living Club	Rachel Brickman to teach pupils about healthy recipes and how to cook them. Pupils will look at how they can improve their diet as well as increase their exercise routine.	R Brickman Parental Feedback	RBr	Ongoing
Pupils to complete accredited catering course towards employment.	Catering Course	Three courses accredited through Open Awards – Level 1 Award – Introduction to Cooking and Catering , Level 2 – Certificate Cooking and Catering, Diploma Preparation for working in the Catering Industry	R Brickman Awards received	RBr	As part of Catering Subject Lead role

Total budgeted cost	£ 27,057
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5. Additional Information

See Excel Spreadsheet for detailed costings of each area

2017/18 – currently 4 Looked After Children, interventions are currently being costed against a budget of £7,100 and are detailed in the pupils Personalised Education Plans as agreed by the Virtual Head and the school.