



The Woodlands Academy

Pupil Premium Report 2016-17

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered as free school meals (FSM) at any point in six years (known as Ever 6 FSM). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Head teachers are free to decide how best to use the Premium to support their Ever6 FSM and Looked after Children (LAC) and close the attainment gap between them and their peers.

In the year 2016-17 we received £52,427 through the Pupil Premium budget. We have embraced the challenge of closing the gap we are committed to ensuring that the funding is spent on improving the life chances of this group at the Woodlands Academy.

At the Woodlands Academy the funding received through Pupil Premium is carefully ring-fenced so that it is spent on the target group of students. Through our Senior Leadership meetings we discuss relevant targets to work on with the students receiving Pupil Premium. Funding is allocated to activities that have research-based evidence to work. Teachers are accountable for the progress of these pupils. Through careful monitoring and evaluation we can show the positive impact of our spending on the outcomes for pupils.

Intervention	Cost	Target group / pupil	Summary	Monitoring / Evaluation	Impact
<p>Pastoral & Teaching Assistant Support</p>	<p>£11,597</p>	<p>Tier 2 / 3</p>	<p>Lego Group Sand tray Nurture Targeted Intervention Mindfulness Zones Of Regulation</p>	<p>Pastoral Team met with class teams regularly</p> <p>Observations completed by the Pastoral Team</p>	<p>Lego Group: Vineland data showed significant improvement for most pupils in the areas of communication – receptive, expressive and written and socialisation – interpersonal skills, play and coping skills</p> <p>See CASPA data</p> <p>Sand Tray: Individual Reflective Chronologies</p> <p>All pupils’ personal and social development is captured using CASPA data.</p>
		<p>Looked After Children (LAC)</p>	<p>Nurture Group 1:2 to explore emotions and build skills around managing these. To explore friendships, build confidence, self-esteem.</p> <p>1:1 Sessions to explore complex emotions around looked after status, self-image, self-perception, self-awareness.</p>	<p>Record on individual IRC.</p> <p>Baselined using multidimensional student’s life satisfaction scale</p>	<p>Improvement shown in all areas of baseline.</p> <p>Individual Reflective Chronologies show increase in confidence.</p> <p>Become more confident in assessing school life.</p> <p>Evidenced in reports for LAC review</p>

Intervention	Cost	Target group / pupil	Summary	Monitoring / Evaluation	Impact
Reading and Writing	£5,143	All	Interventions – Better Reading Support Partners 1 st Class @ Writing Nessy – Reading and Spelling Software Package	Literacy Subject Leaders	Increase in Reading Ages York Assessment of Reading and Comprehension CASPA Data
SCERTS	£ 6,577	30 pupils with significant communication needs including LAC	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	Whole school staff training Monitor the implementation of programmes and the assessment tool Observations as part of the appraisal cycle	Individual pupils SCERTS files in working walls Success in pupils specific social communication and emotional regulation targets Termly monitoring of progress
Family links	£8,151	All pupils	Pastoral Support Mangers - Provide extra support to families to break down barriers to learning Meetings with a range of agencies including school nurse, family support workers, social care, speech and language therapists	Parent questionnaires Individual Reflective Chronologies	Individual Reflective Chronologies detail support given to specific families

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Healthy Living Club	£ 1,334	3 pupils including LAC	3 pupils who benefited from increasing their knowledge and understanding of how to plan, prepare, cook and serve healthy meals economically	<p>Pupils learnt about healthy recipes and cooked them</p> <p>Looked at ways of improving their diet</p> <p>Learnt about ways to exercise</p>	<p>Pupils became more knowledgeable about healthy living, including healthy meals and exercise.</p> <p>Left with a folder of healthy recipes</p> <p>Pupils families benefited as pupils shared at home.</p>
Catering	£4,393	10 pupils	Pupils to complete accredited catering course		
Teaching Assistant Support Autism Awareness	£67	LAC	Autism Awareness (basic introductory) after diagnosis	<p>Self-awareness of how Autism affects individuals personally</p> <p>IRCs/Evaluation from sessions</p>	
ICT Equipment	£1,619	In 3 class rooms plus LAC	<p>Laptops x 3 for pupils to access a range of software including Nessy / Clicker 7</p> <p>1 x LAC laptop</p>		Progress in reading and writing

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Access to the local community including shopping, travel programmes and cafes.	£12,019	All pupils	Pupils accessed the community weekly for a range of purposes including shopping, travel programmes and swimming.	Outdoor Education Lead to monitor purpose of visits	Pupils developed their social skills by accessing a range of services in the community.
Sensory Framework to identify pupils who require a more personalised sensory programme including a sensory report, profile and diet.	£1,528	15 pupils	Sensory Framework used to identify the necessary sensory input required for pupils, including sensory report, individualised sensory 'diet'. Resources and Equipment purchased to meet the needs of pupils who require a 'sensory diet'.	Sensory Lead – Work with other Special Schools to identify assessment procedures and strategies	Sensory Lead to monitor the impact of sensory integration interventions
Total: £52,427					