

1. Summary information					
School	Woodlands Academy				
Academic Year	16/17	Total PP budget	108,240	Date of most recent PP Review	July 2017
Total number of pupils	246 (inc YN)	Number of pupils eligible for PP	82	Date for next internal review of this strategy	October 2017

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	28%	27%
% attainment Reading (National Progress Measure)	52% (-4.6)	36% (2.1)
% attainment Writing (National Progress Measure)	48% (-5.2)	%64 (3.0)
% attainment Maths (National Progress Measure)	32% (-7.3)	%55 (1.5)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Narrowing the gap between pupil groups
B.	Social Emotional
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
C	Parental Engagement and involvement
D	Attendance
E	Mobility
F	Limited access to life experiences beyond home community

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gaps are narrowed between pupil groups.	<ul style="list-style-type: none"> <li>- Disadvantaged pupils make progress in line with other pupils.</li> <li>- Disadvantaged pupils achievement is in line with other pupils.</li> </ul>
B.	Building emotional literacy and resilience	<ul style="list-style-type: none"> <li>- Children are able to manage situations and emotional responses rationally and are able to problem solve.</li> <li>- Children have a greater awareness of and are able to express their emotions.</li> </ul>

<b>C.</b>	Parents engaging with workshops and development of Woodlands Friends Community to embed an community ethos of parents as partners in supporting their children's learning	<ul style="list-style-type: none"> <li>- The school culture supports high achievement for all pupils and a strong sense of school community.</li> <li>- Pupil's sense of pride in their school community supports a desire to achieve aspirational goals.</li> </ul>
<b>D.</b>	School attendance is at national expectations of 96.5%	<ul style="list-style-type: none"> <li>- Whole school awareness of impact of good attendance drives improved pupil outcomes and attitudes to learning.</li> </ul>
<b>E.</b>	To ensure all pupils have full access to learning and make progress from individual starting points	<ul style="list-style-type: none"> <li>- Regardless of point of entry, all children make progress towards end of year expectations.</li> <li>- Children become fully integrated into everyday life of the school.</li> </ul>
<b>F.</b>	Build confidence and embed a cultural awareness of the world beyond the home to broaden understanding thereby being able to apply key concepts in wider contexts	<ul style="list-style-type: none"> <li>- Children are able to apply key concepts in wider contexts.</li> <li>- Children develop an appreciation of cultural and creative arts, enhancing the SMSC curriculum.</li> </ul>

5. Planned expenditure				
Academic year	2016_2017			
i. Quality of teaching for all (A+E)				
Desired outcome	Action	Rationale	Staff lead	Review Period
Gaps are narrowed between pupil groups.	Targeted interventions; Participation in wider curriculum opportunities; support from external agencies.	Disadvantaged pupils are afforded every opportunity to access life chances alongside their peers. Aspirations of children and families are raised.	Literacy Lead Maths Lead EYFS Lead SLT	Half termly
To ensure all pupils have full access to learning and make progress from individual starting points	Baseline assessments; EAL support as required; Links with external agencies; Rigour in tracking and monitoring progress from baseline; accurate and early identification of needs followed by targeted interventions	Gain an understanding of prior learning and starting points for targeted interventions to support achievement in all areas. Minimise impact of mobility by ensuring uninterrupted learning.	EAL LSA Data Officer SLT	As required
<b>Total budgeted cost</b>				<b>£34,250.50</b>
ii. Targeted support (B+D)				
Desired outcome	Action	Rationale	Staff lead	Review Period
Building emotional literacy and resilience	Nurture groups; 1:1 mentoring; social skills groups; Family Support Officer; Primary Behaviour Service; CliPS; FHS partnership work; lunch time clubs, Going for Green	SDQ assessments + Boxall Profiles; PASS; HRBS; playground incidents; behaviours for learning	Family Support Officer SLT	Half Termly

School attendance is at national expectations of 96.5%	Attendance awards; school rules; publishing weekly attendance; EWO; parent meetings; Going for Green	Persistent absentees; punctuality data	Family Support Officer  Data Officer  SLT	Fortnightly
<b>Total budgeted cost</b>				<b>£43,816.50</b>
<b>iii. Other approaches (C+F)</b>				
<b>Desired outcome</b>	<b>Action</b>	<b>Rationale</b>	<b>Staff lead</b>	<b>Review Period</b>
Parents engaging with workshops and development of Woodlands Friends Community to embed an ethos of parents as partners in supporting their children's learning	Mosaic Mentoring; weekly parent workshops; coffee mornings; parent forum; class representatives; community celebration; KUWTC	High impact intervention that afforded an opportunity for staff, parents and pupils to work together to build trust and community spirit; parents survey highlighted a lack of understanding of how to support children in their learning; phonics results over 3 years show plateau	AHT  Family Support Officer	Termly
Build confidence and embed a cultural awareness of the world beyond the home to broaden understanding thereby being able to apply key concepts in wider contexts	community festivals; school trips; school journey; visiting speakers; music specialists; clubs; breakfast and after school care; curriculum clubs; booster classes	Pupils draw from 2 extremely deprived housing estates with limited access to cultural experiences or quality outdoor spaces.	Phase Leaders	Half Termly
<b>Total budgeted cost</b>				<b>£64,197.00</b>
<b>Final PP Expenditure</b>				<b>£142,264.00</b>
<b>Total Left</b>				<b>-£34,024.00</b>

Planned Spending of Allocation			
Item/Project	Estimated Cost	Desired Outcome	Objectives
Power of Reading and Online Learning (Bug Club, Mathletics, DB Primary)	£4604	A	To engage pupils and parents at home in their learning. To ensure high quality teaching across the school. To provide supplementary learning activities and homework tasks for children to access at home.
EAL LSA	£6272	F	To assess and support new arrivals and children with EAL to ensure achievement in all areas.
Speech and Language Therapist	£2854	A	To identify, assess and support children in overcoming communication, speech and language difficulties.
Narrative groups	£2280	A	To develop children's vocabulary within the context of their specific curriculum to increase understanding and aid learning.
Educational Psychologist	£3,131	A / B	To assess children as necessary, identify barriers to learning and support in overcoming those barriers.
CLIPS	£16, 000	B	To support children in overcoming barriers to learning through targeted support of identified children. To support children in developing emotional literacy and resilience.
Primary Behaviour Service	£8000	B	To support children in overcoming barriers to learning through targeted support of identified children. To support children in developing resilience and positive behaviours for learning.
Family Support Worker	£15, 000	B / D / E	To lead Nurture groups, Social Skills groups and parent workshops. To participate in and follow up from attendance meetings. To support staff to support children in developing emotional literacy.
Going for Green Behaviour Shop	£1000	A / B / C / D	To engage children in promoting positive behaviour for learning and minimising playground incidents.
Mosaic Mentoring	£1740	C	To increase understanding of the importance of parental engagement and raise aspirations.
Music Specialists	£5265	F	To enable pupils to participate in a wide and enriching curriculum.
Wave 2 Maths	£2407	A	To provide targeted support for identified children to fill gaps and allow them to access the curriculum at the appropriate level.
Wave 2 Reading	£1606	A	To provide targeted support for identified children to fill gaps and allow them to access the curriculum at the appropriate level.
Wave 2 Phonics	£2896	A	To provide targeted support for identified children to fill gaps and allow them to access the curriculum at the appropriate level.
Wave 2 Handwriting	£1570	A	To provide targeted support for identified children to fill gaps and allow them to access the curriculum at the appropriate level.
Maths Booster	£840	A	To ensure targeted children make expected progress in Maths at KS2.

Reading Booster	£840	A	To ensure targeted children make expected progress in Reading at KS2.
SPAG Booster	£840	A	To ensure targeted children make expected progress in SPAG at KS2.
Phonics Booster	£427	A	To ensure targeted children make expected progress in Phonics in KS1.
Breakfast Club	£3900	C / D / F	To support working parents and provide an opportunity for children to access social interactions with peers through sports activities.
After School Club	£19,353	C / D / F	To support working parents and provide a range curriculum linked activities for children to access while participating in social interaction with peers.
Educational Visits/Enrichment Activities	£25,500	C / F	To enable pupils to participate in a wide and varied curriculum and to develop self-esteem.
Participation in Local Community Events	£17,680	C / F	To enable pupils to participate in a wide and varied curriculum and to develop self-esteem.