

1. Summary information					
School	Woodlands Academy				
Academic Year	17/18	Total PP budget Total PP Spend	£108,240 £130,963	Date of most recent PP Review	October 2017
Total number of pupils	209	Number of pupils eligible for PP	82	Date for next internal review of this strategy	January 2018 Curriculum Committee

2. 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.	Limited access to language development	
B.	Social Emotional	
C.	Speech and Communication needs	
D.	Narrowing the gap between pupil groups	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
E.	Parental Engagement and involvement	
F.	Attendance	
G.	Mobility	
H.	Limited access to life experiences beyond home community	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For children to broaden vocabulary and engage in meaningful conversations	<ul style="list-style-type: none"> <li>- Children are able to use and apply reasoning and understanding in all areas of learning.</li> <li>- Children are able to apply learnt behaviours to engage in interactions with others.</li> <li>- Children are showing mastery in curriculum areas through higher order thinking skills.</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> </ul>

		<ul style="list-style-type: none"> <li>- Children have a greater awareness of and are able to express their emotions.</li> </ul>
<b>C.</b>	Pupils develop independent strategies to overcome processing, receptive and expressive barriers to communication and speech in order to fully access curriculum and life experiences	<ul style="list-style-type: none"> <li>- Children are able to apply Speech and Language strategies to access all areas of learning.</li> </ul>
<b>D.</b>	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>E.</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>F.</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>G.</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>H.</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>

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.				
i. Quality of teaching for all (A+D+G)				
Desired outcome	Action	Rationale	Staff lead	Review Period
For children to broaden vocabulary and engage in meaningful conversations	Text based curriculum; language rich environment; quality conversations; higher order thinking skills; narrative groups for targeted children	BPVS Screen; Power of Reading strategies offer high quality texts which afford access to language enrichment across the whole curriculum for all age ranges. Modelling high quality Speaking and Listening assists pupils learning and development of conversational skills; Key Questions to support deeper learning; Narrative groups following recommendation and training from Speech and Language Therapist	Literacy Lead EYFS Lead Inclusion 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.	Inclusion Lead EAL LSA Data Officer SLT	As required
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 Inclusion Lead SLT	Half termly
<b>Total budgeted cost</b>				<b>£54,695.25</b>

<b>ii. Targeted support (C+B+F)</b>				
<b>Desired outcome</b>	<b>Action</b>	<b>Rationale</b>	<b>Staff lead</b>	<b>Review Period</b>
Pupils develop independent strategies to overcome processing, receptive and expressive barriers to communication and speech in order to fully access curriculum and life experiences	Partnership work with external agencies such as Speech and Language and Educational Psychology service; Occupational Therapist; Staff development; Internal assessment processes to identify specific needs of	Increasing number of pupils in all phases with recognised Communication and Language needs.	Inclusion Lead	Half termly
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  Inclusion Lead	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	Inclusion Lead  Family Support Officer  Data Officer	Fortnightly
<b>Total budgeted cost</b>				<b>£29,049.92</b>
<b>iii. Other approaches (E+H)</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 community ethos of parents as partners in	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	Inclusion Lead  Family Support Officer	Termly

supporting their children's learning				
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.	Inclusion Lead  Phase Leaders	Half Termly
<b>Total budgeted cost</b>				<b>£47,217.83</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 / D	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	G	To assess and support new arrivals and children with EAL to ensure achievement in all areas.
Speech and Language Therapist	£2854	C / D	To identify, assess and support children in overcoming communication, speech and language difficulties.
Narrative groups	£2280	A / C / D	To develop children's vocabulary within the context of their specific curriculum to increase understanding and aid learning.
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.
Learning Mentor	£4680	B	To model positive behaviours and developing an understanding of managing emotions with a focus on managing anger.
Family Support Worker	£15, 000	B / D / F / G	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.
EYFS Lead	£1409	B / D / E	To lead parent workshops and coffee mornings. To ensure completion of HRBS. To support staff in developing emotional literacy in children.
Going for Green Behaviour Shop	£1000	A / B / D / E / F	To engage children in promoting positive behaviour for learning and minimising playground incidents.
Mosaic Mentoring	£1740	D / E	To increase understanding of the importance of parental engagement and raise aspirations.
Music Specialists	£5265	H	To enable pupils to participate in a wide and enriching curriculum.
Wave 2 Maths	£2407	A / D	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 / D	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 / D	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 / D	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 / D	To ensure targeted children make expected progress in Maths at KS2.
Reading Booster	£840	A / D	To ensure targeted children make expected progress in Reading at KS2.
SPAG Booster	£840	A / D	To ensure targeted children make expected progress in SPAG at KS2.
Phonics Booster	£427	A / D	To ensure targeted children make expected progress in Phonics in KS1.
Breakfast Club	£3900	D / E / F / H	To support working parents and provide an opportunity for children to access social interactions with peers through sports activities.
After School Club	£19,353	D / E / F / H	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	D / E / H	To enable pupils to participate in a wide and varied curriculum and to develop self-esteem.
Participation in Local Community Events	£17,680	D / E / H	To enable pupils to participate in a wide and varied curriculum and to develop self-esteem.
<b>Total Proposed Spend</b>	<b>£130,963</b>		