

1. Summary information					
School	Woodlands Academy				
Academic Year	2018/2019	Total PP budget Proposed PP Spend	£139,920 <b>£140,574.03</b>	Date of most recent PP Review	April 2019
Total number of pupils	186	Number of pupils eligible for PP	106	Date for next internal review of this strategy	July 2019 Resources 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.	Additional needs, including Occupational Therapy	
D.	Gaps between pupil groups and Limited number of children achieving Higher Standard, particularly in Writing	
<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 and EAL	
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 apply in context	<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, resilience and self-regulation.	<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> <li>- Staff are able to respond effectively to the emotional and mental health needs of all pupils.</li> </ul>
<b>C.</b>	Teachers develop whole class strategies to meet the needs of all pupils to continue to develop an Inclusive learning environment which addresses the complex range of needs within the classroom	<ul style="list-style-type: none"> <li>- Teachers are able to adapt the learning environment to suit the needs of their children.</li> <li>- Children are able to use the learning environment to support and exceed their learning.</li> </ul>
<b>D.</b>	Gaps are narrowed between pupil groups with an increasing number of children achieving Higher Standard, particularly in Writing	<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> <li>- Increased percentage of disadvantaged pupils achieve higher standard in Writing.</li> </ul>
<b>E.</b>	Parents engaging with workshops and development of Parent Forum 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> <li>- Increased number of parent events and school wide events to be held throughout the year.</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> <li>- Attendance is regularly monitored and actions are taken to support or engage families with attendance concerns.</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> <li>- Children with EAL are supported at all levels and the needs of intermediate and advanced bilingual learners are met.</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	2018-2019			
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 apply in context	Text based curriculum; language rich environment; quality conversations; higher order thinking skills; narrative groups for targeted children, specific teaching of topic specific vocabulary, Reading to Learn Vocabulary lessons	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 to continue following recommendation and training from Speech and Language Therapist. Vocabulary being taught explicitly within context allows children to retain the concept and reading to learn time, in collaboration with specific teaching of subject specific vocabulary enables children to apply the vocabulary more consistently.	Literacy lead Maths Lead Inclusion Lead SLT	Half termly
Gaps are narrowed between pupil groups with an increasing number of children achieving Higher Standard, particularly in Writing	Targeted interventions; Participation in wider curriculum opportunities; support from external agencies, opportunities to extend learning and increase challenge of tasks, online extension tasks, homework projects.	Disadvantaged pupils are afforded every opportunity to access life chances alongside their peers. Aspirations of children and families are raised. Extend potential Higher Achievers by giving them opportunities to work at greater depth and extend their learning beyond the classroom through the use of DB Primary (Online Learning Environment) and half termly homework projects.	Literacy Lead Maths 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. Additional support for intermediate and advanced bilingual learners to enable them to keep up with the pace of the curriculum as they develop more complex language skills.	Inclusion Lead EAL LSA Data Officer SLT	As required

				Total budgeted cost	£55,926.26	
<b>ii. Targeted support (C+B+F)</b>						
Desired outcome	Action	Rationale	Staff Lead	Review Period		
Teachers develop whole class strategies to meet the needs of all pupils to continue to develop an Inclusive learning environment which addresses the complex range of needs within the classroom	Partnership work with external agencies such as Occupational Therapist, Speech and Language and Educational Psychology service; Staff development; Development of the learning environment Internal assessment processes to identify specific needs of individuals	Increasing number of pupils in all phases with a range of complex needs, including sensory and communication needs. Need for a more inclusive learning environment to address this complex range of leads.	Inclusion Lead	Half termly		
Building emotional literacy, resilience and self-regulation.	Nurture groups; 1:1 mentoring; social skills groups; Head of Pastoral Wellbeing; Ealing Primary Centre; FHS partnership work; lunch time clubs, Going for Green, emotion coaching, developmental trauma training, social skills groups run by staff, Mental Health Wellbeing support for pupils.	SDQ assessments; PASS; HRBS; playground incidents; behaviours for learning	Head of Pastoral Wellbeing  PSHE Lead  Inclusion Lead	Half termly		

School attendance is at national expectations of 96.5%	Attendance awards; school rules; publishing weekly attendance; rapid engagement of EWO- fines to be issued if necessary; parent meetings; Going for Green;	Persistent Absentees, punctuality data	Inclusion Lead Head of Pastoral Wellbeing Data officer	At least fortnightly
			Total budgeted cost	<b>£37,429.92</b>
<b>iii. Other approaches (E+H)</b>				
Desired outcome	Action	Rationale	Staff Lead	Review Period
Parents engaging with workshops and development of Parent Forum to embed an community ethos of parents as partners in supporting their children's learning	Family safeguarding group, fortnightly parent forum meetings, workshops to support children's learning at home, targeted groups to support families of children with identified needs, KUWTC, Mentoring workshops	Raising the profile of safeguarding among parents, building links with the local authority. Working together to build trust and community spirit, phonics results still need to be extended further, enabling parents to support learning at home. Parental confidence at a level where staff can now run mentoring workshops in house; Healthy Schools project; Parent Forum to take lead in organising family events	Head of pastoral wellbeing Inclusion Lead	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, increased partnerships with local school, faith groups and local community leaders.	Pupils draw from 2 extremely deprived housing estates with limited access to cultural experiences or quality outdoor spaces. Promoting tolerance of people and religions within the community by celebrating and learning further about all religions	Phase leaders SLT	Half Termly
			Total budgeted cost	<b>£47,217.82</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.
PSHE and Inclusion Lead	£8000	B	To offer Mental Health wellbeing support for pupils. To support in the leading of parent workshops regarding mental health. To support in training staff in responding to children's mental health needs.
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 Spend</b>	<b>£140,574</b>		