

1. Summary information					
School	Woodlands Academy				
Academic Year	2019/2020	Total PP budget Proposed PP Spend	£116,160 £130, 951	Date of most recent PP Review	October 2019
Total number of pupils	190	Number of pupils eligible for PP	88	Date for next internal review of this strategy	February 2020

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<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 Social Communication	
D.	Gaps between pupil groups and Limited number of children achieving Higher Standard, particularly in Writing	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Parental Engagement and involvement	
F.	Attendance	
G.	Mental Health and Wellbeing	
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 across the curriculum	<ul style="list-style-type: none"> - Children are able to use and apply reasoning and understanding in all areas of learning. - Children are able to apply learnt behaviours to engage in interactions with others. - Children are showing mastery in curriculum areas through higher order thinking skills.
B.	Building emotional literacy, resilience and self-regulation.	<ul style="list-style-type: none"> - Children are able to manage situations and emotional responses rationally and are able to problem solve.

		<ul style="list-style-type: none"> - Children have a greater awareness of and are able to express their emotions. - Staff are able to respond effectively to the emotional and mental health needs of all pupils.
C.	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, including emotional needs	<ul style="list-style-type: none"> - Teachers are able to adapt the learning environment to suit the needs of their children. - Teachers and children use the language of Zones of Regulation and emotion coaching to express and manage their emotions - Children are able to use the learning environment to support and exceed their learning.
D.	Gaps are narrowed between pupil groups with an increasing number of children achieving Higher Standard, particularly in Writing	<ul style="list-style-type: none"> - Disadvantaged pupils make progress in line with other pupils. - Disadvantaged pupils achievement is in line with other pupils. - Increased percentage of disadvantaged pupils achieve higher standard in Writing. - Children with SEN make progress in line with other pupils.
E.	Parents engaging with workshops and development of PTA to embed an community ethos of parents as partners in supporting their children's learning	<ul style="list-style-type: none"> - The school culture supports high achievement for all pupils and a strong sense of school community. - Pupil's sense of pride in their school community supports a desire to achieve aspirational goals. - Increased number of parent events and school wide events to be held throughout the year. - Increased number of parent led events, planned, prepared and organised by members of the PTA
F.	School attendance is at national expectations of 96.5%	<ul style="list-style-type: none"> - Whole school awareness of impact of good attendance drives improved pupil outcomes and attitudes to learning. - Attendance is regularly monitored and actions are taken to support or engage families with attendance concerns. - Working closely with the EWO and Social Care to track and discuss attendance of our most vulnerable families.
G.	To ensure all pupils have support to cope with the impact their mental health, and the mental health of others, may have on them.	<ul style="list-style-type: none"> - Encourage open and honest dialogue between parents and school when discussing mental health - Children have access to additional support and monitoring in school. - Children whose parents have mental health issues are tracked closely and links are developed to support families. - Develop the school as an environment to support mental

		health in the community.
H.	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"> - Children are able to apply key concepts in wider contexts. - Children develop an appreciation of cultural and creative arts, enhancing the SMSC curriculum.

4. Planned expenditure				
Academic year		2019-2020		
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)				
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 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 SLT	Half termly
Total budgeted cost				43, 803.25
ii. Targeted support (C+B+F+ G)				
Desired outcome	Action	Rationale	Staff Lead	Review Period

<p>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, including emotional needs</p>	<p>Partnership work with external agencies such as Ealing Primary Centre, Speech and Language and Educational Psychology service; Staff development; Development of the learning environment to take account of pupils' emotional needs.</p>	<p>Increasing number of children with anxiety and behaviour needs, evidenced by number of children currently using calm corners and EPC style behaviour plans. Need for constant monitoring of children's emotions to ensure preparedness for learning.</p>	<p>Inclusion Lead PSHE lead</p>	<p>Half termly</p>
<p>Building emotional literacy, resilience and self-regulation.</p>	<p>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.</p>	<p>HRBS; playground incidents; behaviours for learning</p>	<p>Family Support Worker PSHE Lead Inclusion Lead</p>	<p>Half termly</p>
<p>School attendance is at national expectations of 96.5%</p>	<p>Attendance awards; school rules; publishing weekly attendance; rapid engagement of EWO- fines to be issued if necessary; parent meetings; Going for Green;</p>	<p>Persistent Absentees, punctuality data, communication with Attendance officer</p>	<p>Inclusion Lead Family Support Worker Data officer</p>	<p>At least fortnightly</p>

To ensure all pupils have support to cope with impact their mental health and the mental health of others may have on them.	Healthy Schools Platinum Award (Mental Health), work with parents, Our Time project- Mental Health Campaign, PSHE curriculum and training Book of Beasties.	Increasing number of parents discussing their own mental health in school, increased anxiety in children, increased number of children approaching teachers with concerns and worries linked to mental health and wellbeing	Mental Health Lead Family Support Worker Inclusion Lead	
			Total budgeted cost	40, 799.92
iii. Other approaches (E+H)				
Desired outcome	Action	Rationale	Staff Lead	Review Period
Parents engaging with workshops and development of PTA 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	Family Support Worker 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	Class Teachers SLT	Half Termly
			Total budgeted cost	46, 347.83

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.
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	£4000	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/Mental Health and Inclusion Lead	£12,000	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. To attend training and events to promote Woodlands as a centre for the promotion of positive mental health and wellbeing in the local community. To ensure completion of HRBS
EYFS Lead	£1409	B / D / E	To lead parent workshops and coffee mornings. To support staff in developing emotional literacy in children. To promote the school within the local community, leading school tours and attending home visits.
Going for Green Behaviour Shop	£1000	A / B / D / E / F	To engage children in promoting positive behaviour for learning and minimising playground incidents.
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.
Total Spend	£130,951		