

1. Summary information					
School	Woodlands Academy				
Academic Year	18/19	Total PP budget Total PP Spend	£116,160 TBC	Date of most recent PP Review	March 2021
Total number of pupils	190	Number of pupils eligible for PP	88		

Summary

As a result of the Covid-19 pandemic, the usual end of year data for Key Stages was not available. Baseline data taken after pupils returned to school, in October 2020, confirmed that despite the missed time in school, there was little difference between the outcomes of PP and non-PP groups. Gaps in knowledge and understanding were evident across the school in all areas of the curriculum and a Catch up plan was developed in Autumn 2020 to address these gaps. The Pupil Premium Proposal for 2020-21 takes into consideration the impact of the ongoing pandemic on the mental health of our children and community and allocates funding to support with them in this area.

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. - 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	<ul style="list-style-type: none"> - Disadvantaged pupils make progress in line with other pupils.

	Standard, particularly in Writing	<ul style="list-style-type: none"> - 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.

Academic year

Desired outcome	Action	Estimated Impact	Lessons Learned
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	Vocabulary teaching through reading to learn and at the start of new units of work enabled children to apply vocabulary consistently. The introduction of wipe clean working walls also supported with this. High quality texts continue to be used to challenge and broaden vocabulary and children are beginning to be more ambitious with their use and range. The introduction of Mastery strategies in Maths promotes the use of accurate mathematical vocabulary which could then be used to explain mathematical concepts using accurate technical vocabulary. Impact over time cannot be accurately measured as a result of the Covid-19 pandemic.	Next Steps: The pandemic had a significant impact on children's Reading and Writing and left gaps in knowledge and understanding which will take time to close. A continued focus on a high quality text based curriculum with direct teaching of relevant vocabulary across the curriculum remains a focus.
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.	Data was not available at the end of the 2019-20 academic year as a result of the Covid-19 pandemic.	Next Steps: While there was no significant differences between PP and Non-PP pupil groups when baseline assessments were carried out in October 2020, gaps continue to widen between some groups as a result of the pandemic. Continued catch up work will be needed to continue to close these gaps.
Desired outcome	Action	Estimated Impact	Lessons Learned

<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>As a result of the pandemic, an increasing number of children experienced anxiety, as did their families. The use of calm corners was embedded in classes prior to the pandemic and the EPC reward chart was used on a 1:1 basis by targeted children as needed. Zones of regulation were introduced to all children in all classes to assess their readiness for learning. A dual placement at EPC supported a child with additional needs to access additional support in managing his emotions.</p>	<p>Next Steps: Continue to assess the impact of the pandemic on children's emotional needs and adapt classroom practice as necessary.</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>Nurture groups were in place in several year groups prior to the pandemic with positive impact on those who attended regularly. De-escalation training was provided to key staff to allow them to support specific children. Emotion coaching strategies of giving space and intervening when the child was in a space where they were able to discuss their emotions were applied. Calm Club at lunchtimes supported children who found playtimes challenging. Key staff completed developmental trauma training, allowing them to better understand the children with whom they were working. 2 members of staff attended Mental Health First Aid training.</p>	<p>Next Steps: Rebuild children's emotional regulation and resilience following the pandemic. Assess further impact on them utilising external agencies where needed.</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>Attendance was improving prior to the pandemic. Once Covid rules (i.e. self isolation for key symptoms) were introduced, it was no longer possible for the LA or school to track attendance accurately and data was not submitted to LA. Referrals were made throughout lockdown to Attendance service when families could not be reached.</p>	<p>Next Steps: Continue to work closely with Attendance to support families who have missed significant time from school as a result of the pandemic and to re-engage anxious families.</p>

<p>To ensure all pupils have support to cope with impact their mental health and the mental health of others may have on them.</p>	<p>Healthy Schools Platinum Award (Mental Health), work with parents, Our Time project- Mental Health Campaign, PSHE curriculum and training Book of Beasties.</p>	<p>Work with Our Time project- trialled in Year 3 prior to lockdown and paused in other year groups as a result of lockdown- discussing parental mental health. Feedback from parents with mental health concerns was very positive. Book of Beasties interventions ran throughout Autumn term and were well received by pupils. One member of staff was trained on these. The Healthy schools award could not be pursued as a result of the pandemic.</p>	<p>Next steps: Work with Ealing Mental Health Team, use of Mental Health first aiders, further training for staff, continued work with parents and families to explore the impact of the pandemic on their mental health.</p>
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<p>Parents engaging with workshops and development of PTA to embed an community ethos of parents as partners in supporting their children's learning</p>	<p>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</p>	<p>Parent support worker employed from Spring term began process of introducing parent workshops, which never came to be as a result of the pandemic. PTA was set up and participated in half termly coffee mornings which resulted in events such as International evening, mince pies and hot chocolate at the Christmas Production and had begun planning a summer fete. Parents were increasingly engaged but now cannot access the site as part of the risk assessment for the Covid pandemic.</p>	<p>Next Steps: Restart coffee mornings for parents, encourage parent volunteers, utilise online learning platforms to engage parents with their children's learning.</p>
<p>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</p>	<p>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</p>	<p>New Ealing RE curriculum being developed by borough, with RE leaders from all schools participating in the planning and review stages. PSHE lead continues to make links with local and national charities including the Food bank and Cystic Fibrosis. Year 5 pupils began learning J-Sax as their music provision each week, performing in a Christmas concert with the school choir and recorder groups. School trips which had been planned, were halted as a result of the pandemic.</p>	<p>Next Steps: Continue to develop links with local schools and engage the children in inter-school activities (through sports), Develop further links with charities and external providers, continue to provide a range of opportunities through school trips.</p>

	local community leaders.		
			Total spent