

1. Summary information					
School	Woodlands Academy				
Academic Year	2020/2021	Total PP budget Proposed PP Spend	£121,564 £125,176	Date of most recent PP Review	March 2021
Total number of pupils	197	Number of pupils eligible for PP	89	Date for next internal review of this strategy	July 2021

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 emotional needs	
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, as a result of experiences throughout the pandemic	
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. - Children are able to identify triggers linked to their emotions and develop strategies for managing emotions within the classroom. - 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 5 steps to wellbeing and emotion coaching approaches to support children to manage their needs. - 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 their children's learning and communicating regularly with their child's classteacher; 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 - Opportunities for parents to engage with events through remote access e.g. watching assemblies etc. - Parent voice to be collected through Google Forms to identify areas where engagement is high and areas for development.
F.	Children attend school regularly following Covid-related absences and engage with remote learning where appropriate.	<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. - Children unable to attend as a result of covid-related concerns (e.g. track and trace) are able to access remote learning

		<p>through Google Classroom.</p> <ul style="list-style-type: none"> - Children are able to access remote learning through an appropriate device when they are unable to attend school as a result of the pandemic.
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, particularly as a result of the pandemic.	<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. - Children have multiple opportunities to raise concerns related to mental health and wellbeing in school and through online resources. - Parents and children are offered opportunities to access focused support from the Ealing Mental Health team to manage anxiety and low mood.
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		2020-2021		
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, specific teaching of vocabulary through Maths Mastery approach, access to Google tools to explore wider vocabulary	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. Power Maths supports teachers in delivering Maths Mastery approach, including consistent use of mathematical vocab across the school.	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, engagement through use of chromebook devices and Google suite for education.	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 Google classroom, Google suite for Education and half termly homework projects.	Literacy Lead Maths Lead EYFS Lead SLT	Half termly

				Total budgeted cost	£43,849.33	
ii. Targeted support (C+B+F+ G)						
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, including emotional needs	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, including calm corners, worry boxes and the use of timers to prevent children from becoming overwhelmed with the perceived size of a task.	Increasing number of children with anxiety and emotional needs as a result of the disruption caused by the pandemic. Need for constant monitoring of children's emotions to ensure preparedness for learning.	Inclusion Lead PSHE lead	Half termly		

<p>Building emotional literacy, resilience and self-regulation.</p>	<p>Nurture groups; 1:1 mentoring; social skills groups; Ealing Primary Centre; FHS partnership work; lunch time clubs, Class Dojo (linked to Going for Green), emotion coaching, developmental trauma training, social skills groups run by staff, Mental Health Wellbeing support for pupils, utilising Google tools to set online challenges/projects to discuss emotions.</p>	<p>HRBS; behaviours for learning; worry boxes; worry button; daily check in responses</p>	<p>PSHE/Wellbeing Lead Inclusion Lead</p>	<p>Half termly</p>
<p>Children attend school regularly following Covid-related absences and engage with remote learning where appropriate.</p>	<p>Parent meetings, engagement with LA Attendance officer, investigation of reasons behind absences and accurate record keeping, use of Academic mentor groups to support catch up following extended absences, access to remote learning while absent with regular feedback and interaction from a member of staff.</p>	<p>Persistent Absentees, communication with Attendance officer, engagement with remote learning during periods of isolation</p>	<p>Inclusion Lead Class teachers Data officer</p>	<p>On-going reviews based on absences. Weekly attendance updates.</p>

<p>To ensure all pupils have support to cope with the impact their mental health, and the mental health of others, may have on them, particularly as a result of the pandemic.</p>	<p>Healthy Schools Platinum Award (Mental Health), work with parents, Our Time project- Mental Health Campaign, PSHE curriculum and training, Book of Beasties, Wellbeing Wednesday activities to promote positive mental wellbeing, recovery curriculum, increased circle times and discussions.</p>	<p>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 as a result of the pandemic, social impact of having been socially isolated throughout 2 lockdowns in the last year.</p>	<p>Mental Health Lead Inclusion Lead Mental Health First Aiders</p>	
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Total budgeted cost				£61,310
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iii. Other approaches (E+H)

Desired outcome	Action	Rationale	Staff Lead	Review Period
<p>Parents engaging with their children’s learning and communicating regularly with their child’s class teacher; development of PTA to embed an community ethos of parents as partners in supporting their children’s learning</p>	<p>Parent coffee mornings when appropriate, online workshops, informational videos on the school website, class email addresses, live lessons during bubble/school closures</p>	<p>Limited contact with parents at gate or on site as a result of the pandemic. Other strategies for maintaining and improving communication are needed. Parental support needed throughout the year to engage and support children with learning, particularly when working remotely.</p>	<p>EYFS Lead Digital Lead Inclusion Lead</p>	<p>Termly</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; Forest school; increased partnerships with local</p>	<p>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</p>	<p>Class Teachers SLT</p>	<p>Half Termly</p>

	school, faith groups and local community leaders.			
			Total budgeted cost	£20,016.67

Planned Spending of Allocation			
Item/Project	Estimated Cost	Desired Outcome	Objectives
Power of Reading, Power Maths and Online Learning (Bug Club, Times Table Rock Stars)	£4500	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	£3126	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/C	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.
Educational Psychologist	£2000	B/C	To support pupils with targeted strategies to access the curriculum and increase engagement in learning.
CPOMS	£340	G	To track the additional support offered to children and families to ensure their wellbeing.
Learning Mentor	£4680	B	To model positive behaviours and developing an understanding of managing emotions with a focus on managing anger.
PSHE/Mental Health and Inclusion Lead	£30000	B/C/F/G	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
PSHE SLA	£1000	C/G	To support pupils with their mental health
EYFS Lead	£3500	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.
EYFS additional support	£5058	C/D	To support pupils with developing positive behaviours for learning and engaging them with the Early Years curriculum.
Admin and Attendance support	£8,313	F	To monitor and plan support for families struggling with attendance. To liaise with EWO on data.
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	£13000	H	To enable pupils to participate in a wide and enriching curriculum.
Ealing Music Service	£600	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.
HLTA Catch up/support	£10000	A / D	To provide targeted support for identified children to fill gaps and allow them to access the curriculum at the appropriate level.
Teacher catch up/support	£5000	A / D	To provide targeted support for identified children to fill gaps and allow them to access the curriculum at the appropriate level.
Year 6 Maths support	£1500	A / D	To provide targeted support for identified children to fill gaps and allow them to access the curriculum at the appropriate level.
Chromebooks	£7000	A / C / D	To ensure pupils are able to access online learning with appropriate devices. To improve level of engagement in learning To provide accessibility tools for pupils identified as EAL and SEN.
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	£5000	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	£400	D / E / H	To enable pupils to participate in a wide and varied curriculum and to develop self-esteem.
Participation in Local Community Events	£500	D / E / H	To enable pupils to participate in a wide and varied curriculum and to develop self-esteem.
Total Spend	£125,176		