

Woodside Academy Pupil premium strategy statement 2020-2021

School overview

Metric	Data
School name	Woodside Academy
Pupils in school	175
Proportion of disadvantaged pupils	37%.
Pupil premium allocation this academic year	£68,570
Academic year or years covered by statement	2020-2021 within a 3 year long term plan
Publish date	October 2020
Review date	July 2021
Statement authorised by	M Caplin
Pupil premium lead	K Freame
Governor lead	J Saunders

Disadvantaged pupil barriers to success

All pupils have an EHC plan outlining barriers to learning associated with ASD and MLD
Attendance of PP pupils falls slightly below non-PP pupils

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Further embed personalisation of learning including remote learning.	All children make sound and sustained progress as reflected in academic and PLP data. Children are given every opportunity to develop more knowledge, skills and ability. Reduction in number of behavioural incidents.	Termly
Further develop communication, sensory, social and emotional skills to promote progress and support wellbeing.	PBS plans are refined: So that children and young people further develop their readiness for learning and skills across the school day in the areas of: - communication - self-regulation - self-awareness and self-management including sensory needs. All children make sound and sustained progress. Children are excellently prepared for the next phase of their education or life.	Termly

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
Enhance pastoral provision to support personal development and targeted support for emerging issues based on a range of data streams.	Ongoing review and development of PBS plans In –school identification of barriers which are affecting learning matched to targeted response through a range of intervention offers via the pastoral /class team as appropriate. Additional bought-in SEMH partner to provide support in school and at home
Promote health & wellbeing and vocational skills through enhancing opportunities for LOTC.	Teachers accurately identify termly next steps for personal development through PLPs. Pupils develop an increasingly secure understanding of the importance of a healthy lifestyle and the impact that this has on their physical, emotional, mental health and wellbeing. Development of specific outdoor learning spaces. Children develop sense and experience of the wider (local) community. Pupils and staff have the opportunity to learn and work outdoors. Children are taught to: <ul style="list-style-type: none"> - look after and respect their environment - develop skills to grow their own food
Barriers to learning these priorities address.	Different communication and processing profiles associated with ASD. Necessity for blended learning offer of remote and face-to face learning for Autumn 2020 and Spring 2021.
Projected spending	£68,570

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Introduction of the Woodside holistic curriculum, (WHS) with appropriately accumulative skills mapped across all phases.	Staff aware of the relevance of WHC and with acquisition of skills each child can accumulate as they progress through the school.	Autumn 2020
	WHC initial skills mapped across all phases.	Spring 2021
	Curriculum subjects skills mapped at greater depth.	Summer 21-Autumn 2021
	Children develop learning and life skills which will stay with them for life.	

Remote learning offer is improved and enhanced	<p>Blended offer is available for all children affected by pandemic so that quality education is provided throughout the year.</p> <p>All staff develop technological skills and competence to ensure high quality learning offer and which are transferrable between classroom and home.</p> <p>Parents/carers are upskilled to support their child's learning through dedicated support, individualised strategies, time and resources.</p>	Half-termly
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Targeted academic support for current academic year

Measure	Activity
Priority 1	CPD programme delivered by SALT, OT and tailored to different cohorts across the school in order that staff are upskilled to ensure that barriers associated with communication and sensory and emotional regulation can be reduced.
Priority 2	Subject knowledge and skills are mapped for each phase of development for the youngest to the oldest child.
Barriers to learning these priorities address	Time and workload. National disruption to education due to pandemic.
Projected spending	Additional ASD specialist speech therapist (0.8) £ 57,773 Leadership and staff development time.

Wider strategies for current academic year

Measure	Activity
<p>Smooth transition back to school September 2020, March 2021.</p> <p>Reduction in number of physical interventions.</p> <p>Increased consistency and understanding of positive approach to support children.</p>	<p>Pupil wellbeing in the context of Covid 19. Support (wellbeing and learning) mechanisms set up for identified children across the school.</p> <p>Class teams upskilled and able to develop deeper knowledge of the children through PBS.</p> <p>Bespoke training for specific staff cohorts from OT and SALT teams including; Social stories™, BLANKS, Is it sensory?, SCERTS Pecs, Zones of regulation.</p> <p>Teachers reinforce communication, SALT and OT recommendations through appropriately tailored resources.</p>
Reduction in behavioural incidents and number of physical interventions.	Deep knowledge of the children, their communication and essential ingredients for their learning are captured in highly effective PBS & wellbeing plans.
Barriers to learning these priorities/ address	ASD-associated communication and poor self-regulation. Disrupted education due to pandemic.
Projected spending	<p>Additional SEMH partner to support children at home and in school: £3250</p> <p>Additional early intervention social worker to support families £3900</p> <p>Sensory resources, visual support resources, symbol software subscriptions £3647</p>

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring sufficient time is given to development of the holistic curriculum and skills mapping of subjects.	Robust monitoring and identification of barriers to progress.
Targeted support	Providing targeted group interventions through an academic year disrupted by a global pandemic	Condense support mentor intervention programme to the Summer term to ensure children have opportunities in school which could be accessed remotely.
Wider strategies	<p>Ensure sufficient time to develop deep knowledge of the children (new starters especially) to accurately reflect their needs in the PBS plans.</p> <p>Ensure accurate start points factoring in impact of lockdown 1 (Summer 2020)</p>	<p>Robust monitoring and identification of barriers to progress. Cohesive approach of school working in partnership with EHCP.</p> <p>Baseline all children following period(s) of lockdown.</p> <p>As far as possible, maximise LOTC Summer term 2021.</p>

Review: last year's aims and outcomes: 2019-2020

Aim	Outcome
PLPs embedded and used to inform Annual review process.	Improvements in the personalisation of learning. Staff tailor their approach to individual children.
PBS plans are implemented for all pupils.	PBS plans are in place and are beginning to be used as working documents. Continuing development required to refine and improve consistency 2020-2021.
Enhance opportunities for children to learn outside the classroom.	Children and staff well being, physical and mental health improved through the opportunity to learn and work outside. The outdoor environment is also improved and is conducive to the wellbeing of all. For example, an all-weather Daily Mile track was installed, an outdoor, sheltered, learning area was installed. Students and staff built a series of raised beds.