



WOODLANDS
PRIMARY AND NURSERY SCHOOL

Pupil Premium Action Plan - September 2020-2021

Total pupil premium allocation for [current] academic year: £259,621

Current projected spending: £262,279

SCHOOL CONTEXT					
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of service children
192	99	93	194	0	0

Barriers for future attainment (for pupils eligible for Pupil Premium Grant)	
A	Coupled vulnerability: SEND/behaviour and mental health needs (including attachment and trauma) is an ongoing issue, with no recognised pathway of support for the majority of our PPG eligible pupils.
B	Mobility from other settings: pupils who join from other settings are often eligible for PPG and working below ARE, in addition, a significant number of these pupils are also involved with multi-agency services (safeguarding cause for concern, poor attendance, strengthening families etc.)
C	Pupils entitled to PPG are affected by socio economic factors that impact on their life experiences and ability to access resources, support and opportunities, that their non-PPG peers have access to.
D	Significant number of children who are entitled to PPG also have issues with attendance and punctuality.

1: NURTURE BASED PROVISION

LINKED TO BARRIERS A AND B, RATIONALE EVIDENCE TAKEN FROM [HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/EVIDENCE-SUMMARIES/TEACHING-LEARNING-TOOLKIT/](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/) AND [HTTPS://WWW.SUTTONTRUST.COM/OUR-RESEARCH/](https://www.suttontrust.com/our-research/)

Actions (What are we doing?)	Success criteria (What do we want to see?)	Monitoring Evidence (How do we know it has happened?)	Cost/resource implications	Evaluation (What is the impact of the spending?)
Implement a nurture-based provision for children primarily with attachment and trauma related issues	<ul style="list-style-type: none"> Children displaying improved social emotional skills Children demonstrate improved resilience reduction in challenging behaviours children becoming more confident, trusting adults more, more engaged with their learning improved attendance- attendance at 96% or above and no PAs 	Lesson observations Book trawls Boxall profile data Assessment data Attendance data LSAT/EP reports Parental feedback Exclusion data Pupil voice Case study	Nurture teacher: £20,831 3x Learning support assistants: £21,769 Maintaining Forest School environment: £2,000 Educational Psychologist packages: £3,360 Total: £ 47,960 73% of the children demonstrated improvement in their social, emotional, and behavioral needs based on Boxall profile data. SDQ profiles showed 54% improvement in the children's social, emotional, and behavioral needs over the year. 3 children were successfully granted or had funding maintained through the ISF panel.	Nurture group ran throughout last academic year. The group supported 11 children (across 7 classes) who had been identified as having significant social, emotional, behavioural, and mental health issues, limiting how they accessed the more formal learning in class in the afternoon. The group were based outside in the Eco lodge and Forest school area. Staff delivered the wider curriculum subjects through a child led, project, where children were encouraged to develop and explore their own interests and learning with guidance and support from the adults. The curriculum is focus is based around a, nurturing psychosocial intervention that effectively aims to replace missing or distorted early nurturing experiences for the children. This was achieved by immersing pupils in an accepting and warm environment which helped develop positive relationships with both teachers and peers. 72% of the children regularly attended the provision throughout the course of the year. 10/28 (35%) of the children in both Jigsaw 1 and 2 accessed the reflection room and/or rainbow room over the course of this year. 64% of the children did not need this level of EHW support. Only 6/28 (21%) used these rooms more than 10 times over the entire year.

2: JIGSAW PROVISION

LINKED TO BARRIERS A, B, C AND D RATIONALE EVIDENCE TAKEN FROM [HTTPS://EDUCATIONENDOWMENTFOUNDATION.ORG.UK/EVIDENCE-SUMMARIES/TEACHING-LEARNING-TOOLKIT/](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/) AND [HTTPS://WWW.SUTTONTRUST.COM/OUR-RESEARCH/](https://www.suttontrust.com/our-research/)

Actions (What are we doing?)	Success criteria (What do we want to see?)	Monitoring Evidence (How do we know it has happened?)	Cost/resource implications	Evaluation (What is the impact of the spending?)
<p>Maintain Jigsaw provision to ensure children working well below ARE have access to a curriculum designed to support and challenge individual learning needs.</p>	<ul style="list-style-type: none"> Improved academic outcomes- more pupils achieving ARE Accelerated progress Children demonstrate improved resilience reduction in challenging behaviours children becoming more confident, more engaged with their learning improved attendance- attendance at 96% or above and no Ps 	<p>Lesson observations Book trawls Boxall profile data Assessment data Standardised test scores Attendance data LSAT/EP reports Parental feedback Pupil voice Case study</p>	<p>Nurture teacher: £20,831 3x Learning support assistants: £21,769 Total: £ 42,600</p> <p>During the summer term 5 (22%) children were reintegrated back into core subject lessons as they were assessed to be close to ARE and therefore able to access class learning.</p> <p>3 (13%) children were able to return to at least 1 lesson back in class successfully.</p> <p>This meant 5 further places were able to be offered to children working well-below the ARE of their year group.</p> <p>An EHCP was successfully granted for a Year 6 pupil and a place in special education for secondary was offered and accepted by her.</p> <p>10/28 (35%) of the children in both Jigsaw 1 and 2 accessed the reflection room and/or rainbow room over the course of this year.</p> <p>64% of the children did not need this level of EHW support.</p> <p>Only 6/28 (21%) used these rooms more than 10 times over the entire year.</p> <p>1 child successfully attended the Language class at John Fletcher school, until lockdown prevented that</p>	<p>Jigsaw 1 cognition and learning provision accommodates 22 pupils, from 9 classes, for literacy and/or maths, following RWI and year 2/3 maths curriculum. Attended by pupils working significantly below ARE. This group is supported by Assistant SENCo and 3x TAs.</p> <p>This provision has continued to be offered throughout lockdown 3, to those pupils attending as vulnerable/key worker pupils. 8/18 of Jigsaw 1 pupils (53%) continued to attend school during lockdown. And of these 70% attended regularly. The curriculum offer has been accessible via the Jigsaw 1 class dojos and school website. 8/18 Jigsaw 1 pupils (44.4%) were allocated a laptop from school to access remote learning. 21% of these children regularly engaged with the on-line learning.</p> <p>The success criteria for this action have been achieved (see supporting curriculum docs and data) but only 4% of pupils made accelerated progress so ensure were able to achieve outcomes working within ARE.</p> <p>90% of the children attending has improved their reading age based on the BURT reading assessment, that is used school wide. In writing 36% of the children were able to be assessed on a higher year group assessment grid in IPAWs.</p> <p>47% of the children attending school during 2020-2021 improved their attendance despite the COVID-19 lockdowns. 3 children did not improve but maintained an average above the national expectation.</p>

3: EARLY YEARS INTERVENTION

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Actions (what are we doing?)	Success criteria (what do we want to see?)	Monitoring Evidence (how do we know it has happened?)	Cost/resource implications	Evaluation (what is the impact of the spending?)
<p>Improve the quality of Early Years provision by: deploying additional staff member to support a reduced child: pupil ratio, improving the physical environment and increasing CPD opportunities for staff</p>	<ul style="list-style-type: none"> educational early years experiences that prepare children for school and academic success more children leaving the early years, from a very low baseline, achieving GLD- at least 80% enquiry based learning approaches, so that children experience collaborative learning and can work independently develop speaking and listening skills consistent approach to the teaching of phonics using a systematic programme (RWI)-at least 80% of pupils passing the PSC consistent parental engagement (parent partnerships)-weekly written contact and all parents signed up to Class Dojo 	<p>Lesson observations Staff observations Annotated pieces of work Book trawls Boxall profile data Foundation stage profile Attendance data LSAT/EP reports Parental feedback Pupil voice Case study</p>	<p>2x early years support assistants: £30,000 RWI consultant package: £3,000 ERASMUS network: £1,500 Total: £34,500</p>	<p><i>This remains an on-going target, but the focus will also now include year 1 as this cohort transitions to KS1.</i></p> <p><i>GLD target was not reached – 57% of pupils attained a GLD</i></p> <p><i>The impact of the pandemic, including lockdowns and severe restrictions in school re parental face to face engagement impacted negatively on these pupils. A large majority of pupils left the EYFS working below typical expectations across all AOL.</i></p>

4: INCLUSION

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Actions (What are we doing?)	Success criteria (What do we want to see?)	Monitoring Evidence (How do we know it has happened?)	Cost/resource implications	Evaluation (What is the impact of the spending?)
<p>Continue the work of the inclusion team to support attendance, pupil wellbeing, positive mental health and social and emotional wellbeing.</p>	<ul style="list-style-type: none"> Children displaying improved social emotional skills Children demonstrate improved resilience reduction in challenging behaviours children becoming more confident, trusting adults more, more engaged with their learning improved attendance-attendance at 96% or above and no PAs improved mental health and wellbeing all staff are aware of the impact of insecure attachment and related traumas. Children access appropriate interventions and support packages to address their social, emotional mental health and wellbeing. 	<p>Lesson observations Book trawls Boxall profile data Assessment data Attendance data LSAT/EP reports Parental feedback Exclusion data Pupil voice Case study</p>	<p>Inclusion manager: £35,744 Learning mentor: £19,053 ELSA trained support assistant: £14,531 Relevant CPD: £17,789 School Councillor: £8,190 Attendance incentives: £2,500</p> <p>Total 97,807</p>	<p>Autumn Term – 2020 (Pre COVID)</p> <p>ELSA – accessed by 27 pupils</p> <p>Drop-in Sessions – accessed by 47 pupils</p> <p>Woodlands School Councillor – accessed by 20</p> <p>Nature Friendly Schools - The project has so far: CPD training for staff has been delivered and classes have been observed using the outdoor area more. A plan has been developed for the outdoor area to enable children to access the area more readily. Work to start next term.</p> <p>Spring Term 2021 (COVID restrictions and lockdown) Lockdown – Safe and Well calls were made three times a week by the Community Links Worker and Inclusion Manager to continue to build on established relationships with parents.</p> <p>Home visits/safe and well visits completed by the EWO, Community Links Worker and Inclusion Manager to deliver food parcels, work, ICT support remote learning – more children accessing remote learning etc</p> <p>ELSA – accessed by 5 pupils (Both the LM/ELSA where of long-term sick during the spring term 2021)</p> <p>During school closures and lockdown, the LM/ELSA worked with keyworker children and vulnerable children across the school as ELSA package could not be delivered remotely. However, phones were made to mentees and their parents and resources were offered and delivered to homes etc</p> <p>Tapping into Joy – CBT – accessed by 10 pupils Drop-in Sessions – accessed by 41 pupils Structured Break/Lunchtimes – accessed by 15 Woodlands School Councillor – accessed by 14 Summer Term – 2021 (Post Lockdown – COVID Risk Assessment in place)</p> <p>Relax Kids - Every class across the school have a 5/10 min "Relax Kids" session daily after lunch, classrooms are now calmer learning environments</p> <p>ELSA – children are supported to recognise, understand and manage their emotions to increase success. Accessed by 27 pupils</p> <p>Tapping into Joy – CBT – accessed by 21 pupils</p> <p>Drop-in Sessions – accessed by 16 pupils</p> <p>Structured Break/Lunchtimes – accessed by 10</p>

4: CURRICULUM

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Actions (what are we doing?)	Success criteria (what do we want to see?)	Monitoring Evidence (how do we know it has happened?)	Cost/resource implications	Evaluation (what is the impact of the spending?)
<ul style="list-style-type: none"> Additional HLTA in Y6 to support with booster group provision Employing specialist music teacher across both KS1 and KS2 to support participation in the arts To provide online resources to support reading for pleasure and to support families in developing pupil's reading skills at home. Provide daily one to one tuition for reading and precision teaching for maths across school 	<ul style="list-style-type: none"> Accelerate pupil progress in R,W & M Y6, in order to close the gap in attainment for SEN & PPG children, compared to national at least 50% of PPG and SEN achieving ARE. All children have access to a broad and balanced curriculum Children participate in weekly music lessons, accessing a wide range of instruments <ul style="list-style-type: none"> PPG children have the opportunity to access free 1-1 music lessons Children have weekly access to online platform (MBB) designed to improve reading for pleasure Accelerated progress in reading and maths, for those pupils below ARE, receiving additional intervention- at least 70% achieving national standard by the end of the year. 	<p>Lesson observations</p> <p>Subject leader feedback</p> <p>Pupil progress meetings/documentation</p> <p>Book trawls</p> <p>Boxall profile data</p> <p>Assessment data</p> <p>Attendance data</p> <p>LSAT/EP reports</p> <p>Parental feedback</p> <p>Exclusion data</p> <p>Pupil voice</p> <p>Case study</p>	<p>My Book Blog: £1,800</p> <p>Y6 HLTA: £17,000</p> <p>Music specialist package: £1,872</p> <p>2 hours per week dedicated TA time: £14,040</p> <p>Total: £39,412</p>	<p>End of KS2 outcomes were broadly in line with previous national averages (reading: 75%, Maths 70%, writing 67%).</p> <p>Long term plans were reviewed across school ensuring a broad and balanced curriculum, which ensures that chn know and remember more (evidenced in advisor end of year summary report).</p> <p>Children enjoyed participating in weekly music lessons, where possible (due to COVID restrictions) these were taught by music specialist.</p> <p>1-1 music lessons were not available, due to restrictions.</p> <p>MBB was used daily in school, and accessed by chn at home during remote learning.</p>