



Wooddeaton Manor School
Action plan for Pupil Premium Spending 2018 - 2021

Presented to FGB: 24th November 2020

Date for review: September 2021

Potential barriers to learning at Woodeaton Manor School:

All pupils eligible for the Pupil Premium have an Education, Health and Care Plan which is reviewed annually as part of the review process. All pupils have a diagnosis for being on the autistic spectrum. The challenges they face can therefore be described as being a combination of the following:

- Academic
- Social and emotional

Academic barriers

All pupils present with complex learning needs but a number of themes can be identified:

1. Prior to coming to WMS, the majority of pupils have had a **significant time out of education**. This may be from fixed-term or permanent exclusion; being 'home-schooled' or a school refuser; being taught in isolation and away from the class by an LSA; being on a reduced timetable.
This can lead to: **a lack of resilience; little or no independent learning skills; limited problem solving abilities; little or no confidence or self-esteem.**
2. Many of our LAC pupils (specifically adopted pupils) traditionally display **problems associated with writing**.
3. Many pupils start at WMS with **below age related expectations** across the curriculum.

Social and emotional barriers

Due to their diagnosis our pupils have significant problems with social interaction and communication.

4. Pupils have little or **no strategies to self-regulate** when becoming overwhelmed.
5. Pupils have little **or no understanding of their diagnosis** when arriving at WMS.
6. Pupils struggle with **transitions** (this can present as problems transitioning from lesson-to-lesson; from Sunday to Monday, and; holidays to term time).
7. Pupils have issues **making and managing friendships**.
8. Due to previous experiences, pupils can also struggle to **share adult time**.

9. Pupils can present as extremely **vulnerable when out in the community**, these experiences can affect how pupils present in school.
10. For a small number of pupils their anxiety makes it significantly difficult to engage with life at school and this is demonstrated through **school refusing/low attendance**.
11. **Parental involvement** can be a significant barrier. This can sometimes be due to their own mental health issues; to their own school experience, and/or; negative experiences supporting their children in a mainstream setting.
12. Many pupils have **sensory issues** that make accessing environments they are not familiar with extremely challenging.

The full Action Plan below gives a more detailed breakdown of the spend:

Allocation of pupil premium received by WMS

This action plan is a three-year programme. This is because the barriers faced by our traditionally disadvantaged pupils are deep-seated and require extensive input to be overcome.

There are changes in emphasis and approach to match the needs of differing cohorts and these are recorded in this document by colour coding each of the three years.

Year	Money received/expected (£)
2018 – 2019	35,250
2019 – 2020	32,120
2020 – 2021	42,900

Coronavirus (2019 – 2020)

Evidence to support the impact of the spending for 2019 – 2020 has been significantly impacted by the absence of many pupils for a significant part of the academic year. Where appropriate examples of the impact have been included (appropriately colour-coded) but longitudinal data (pinks, readiness for learning scores, etc. have been excluded).

Objective	Barriers to future Attainment	Strategies for implementation	Resources	Evaluation	
				Evidence needed	Impact for pupils
To continue to focus on improving pupil's progress & attainment	1, 2, 3, ,4, 6, 8, 10, 12	<ul style="list-style-type: none"> - Structuring of classes for pupils entering WMS in KS2 & 3 (Primary model classes) - Careful structuring of timetabling taking account of teacher specialism. - Staff training and implementation of numeracy and literacy interventions work - Visual timetables - Zones of regulation - Clear progression pathways to boost progress of all pupils. - One-to-one support and interventions - Class based support and interventions - Breakfast club - Provision of Reading Pens 	Staffing (incl. training): £16,425 £16,025 £20,000	<ul style="list-style-type: none"> -Baseline and end of year data -Termly progress monitoring. -Analysis of the impact of interventions. -Review of external qualifications (KS4) against expected outcomes. -Analysis of PP pupils progress against progress of other pupils across subjects -Analysis of readiness for learning data 	<ul style="list-style-type: none"> Pupil Premium (PP) pupils achieve broadly similar levels of progress as their peers. PP pupil's progress exceeds that of their peers in a number of subjects. 'Time Spent Learning' data shows an increase over the year. 'Time in Class' data shows an increase of the year. Attainment at GCSE shows PP pupils' achieving at levels similar to their peers, including progress against starting points.

<p>To enable pupils to access community facilities.</p>	<p>1, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>	<ul style="list-style-type: none"> - Day trips to access different facilities (swimming; trampolining; panto; bowling; shopping; etc.) - Residential trips (including access to the Residential facility) such as Butlins and Boat Trips. - Provide work experience opportunities (Horsewise/ Stables (BF)). - Vocational course placements 	<p>£4,445 £1,500 £1,500</p> <p>£400</p> <p>£1,500 £3,500</p>	<ul style="list-style-type: none"> - Attendance on day trips - Ability to access residential facility -Ability to access residential trips 	<p>100% of PP pupils accessed community facilities at least three times during the year.</p> <p>71% of PP pupils have accessed the residential facility.</p> <p>67% of PP pupils attended a residential trip.</p> <p>100% attendance at work placement experience.</p>
<p>To support the development of pupil's social and emotional understanding so they are able to manage themselves appropriately.</p>	<p>4, 5, 6, 7, 8, 10, 11, 12</p>	<ul style="list-style-type: none"> - Support from staff (LMT mentoring; specific support from Ed. Psych.) - Individual support from LSAs - Circle time discussions - Breakfast club - Cooking club - 'Easter club' for vulnerable pupils - Revision 'catch-up' sessions 	<p>£13,980 £12,095 £14,900</p> <p>£1,000</p> <p>£3,000</p>	<ul style="list-style-type: none"> - Ability to access Breakfast Club -Attendance at Circle Time -Reduction over time of number of 'pinks' (records of inappropriate behaviours) -Increase in readiness for learning data 	<p>100% attendance at Breakfast Club.</p> <p>100% attendance at Circle Time.</p> <p>Number of pinks reduced over the course of the year (a 3% reduction).</p> <p>Increase in Readiness for Learning data over the year (average score improving by 0.45).</p>

To improve the attendance of PP pupils	10, 1	<ul style="list-style-type: none"> - Support from LMT to pupils/parents - Support from Ed. Psych. For pupils and parents 	Costs included previously	<ul style="list-style-type: none"> - Attendance data -Time in class/spent learning data -Readiness for learning data 	Attendance data improved from 95% to 97% over the course of the year. Time spent learning and Readiness for learning data improved (see above).
To support parental engagement to increase their understanding of the 'Woodeaton Way', the work we do and how we deliver it.	1, 2, 3, 9, 10, 11, 12	<ul style="list-style-type: none"> - Weekly phone calls from staff - Support from LMT - Support from Ed. Psych. - Celebration events at school (x2) - Parents and Carers group 	Costs included previously	<ul style="list-style-type: none"> -Parental attendance at celebration events -Results from Parents and Carers yearly questionnaire -Involvement at Parents and carers group 	100% of PP pupil's parents/carers attended celebration events. 100% of PP pupil's parents/carers agreed or strongly agreed with the statement 'Overall I am happy with my child's experience at this school'