



Wooddeaton Manor School
Action plan for Pupil Premium Spending 2017-2018

Pupil premium Grant 2017-18

Pupil Premium Grant PPG	Pupil Premium per pupil	Total number of pupils	Total Allocation
Ever 6 FSM (KS2)	£1,320	1	£1,320
Ever 6 FSM (KS 3 & 4)	£935	19	£17,765
Looked After Children (LAC)	£1,900	9	£17,100
Total expenditure:			£36,185

Summary of Projected spend per pupil (FSM)

Academic & social/emotional interventions	
Staffing for academic interventions	390
Staffing for emotional and social support	150
Accessing community facilities	150
Breakfast club	245
Total expenditure:	£935

Summary of Projected spend per pupil (Looked after Children)

For the academic year 2017-2018 this money was held by the Virtual School. It was spent in consultation with staff at WMS

Literacy/reading/maths/social emotional intervention	
Staffing for academic interventions	500
Staffing for emotional and social support	355
Accessing community facilities	300
Breakfast club	245
Total expenditure:	£1400

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:

Objective	Link to RAP priority	Barriers to future Attainment	Strategies for implementation	Resources	Evaluation	
					Evidence needed	Impact for pupils
To continue to focus on improving pupil's progress & attainment	2, 3, 5	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 	Staffing (incl. training): £17,585	<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 	<p>Pupil Premium (PP) pupils make higher levels of progress in 10 out of 15 curriculum areas compared with non-PP pupils.</p> <p>PP pupils make more progress in English, maths and science than non-PP.</p> <p>'Time spent learning' data shows a 4% increase over the year.</p> <p>Records of positive behaviour show a 3% increase for PP pupil over the year.</p>

<p>To enable pupils to access community facilities.</p>	<p>2, 3, 5</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. 	<p>£6,195</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 attended at least 3 day trips.</p> <p>60% of eligible PP pupils accessed the residential facility.</p> <p>62.5% of eligible PP pupils accessed a residential trip</p>
<p>To support the development of pupil's social and emotional understanding so they are able to manage themselves appropriately.</p>	<p>2, 3, 5</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 	<p>£12,405</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% of PP pupils accessed the breakfast club.</p> <p>100% of PP pupils attended Circle Time and other community activities.</p> <p>The number of pinks for PP pupils decreases for those pupils who have been with us longer. Those who have joined us in Year 7 have an average pink score of 11. Older pupils have a pink score of 3.</p>

To improve the attendance of PP pupils	2, 3, 5	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 amongst PP pupils increased from 90% to 93%* <i>Time spent learning</i> <i>Readiness for learning</i>
To support parental engagement to increase their understanding of the 'Woodeaton Way', the work we do and how we deliver it.	2, 3, 5	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 accessed the celebration events. 96% of parents overall agree or strongly agree with the statement "My child enjoys school" 100% of all parents either agreed or strongly agreed with the statement 'Overall I am happy with my child's experience at this school'.

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