

Pupil Premium Strategy Statement: Willow Grove School 2021 - 22

1. Summary information					
School	Willow Grove School				
Financial year April 21 to March 22		Total PP budget estimated for the school year. (Financial)	£46.040 Based on 53% FSM	Date of most recent PP Review	September 2021
		Actual PP budget for the school financial year	£58,455 Based on 62% FSM and inclusive of PPP grant		
Total number of pupils at the start of the school year September 2021	62	Number of pupils eligible for PP at the start of the school year	62	Date for next internal review of this strategy	October 21

2. Barriers to attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Social, emotional and relational behaviour is significantly detrimental to progress in academic learning.
B.	All pupils have extremely disturbed educational pathways that do not promote self-esteem or self motivation for academic learning
C.	Many pupils have secondary barriers to learning (ASC, complex learning needs, language processing difficulties, sensory difficulties) to be considered in conjunction with their primary need.
D.	On-entry data informs us that attainment for all pupils is significantly below age related expectations
E.	All children have experienced relational and possibly developmental trauma or attachment difficulties throughout their early years and school experiences.
F.	The cohort of the school has a constantly changing dynamic.

Last updated October 21

External barriers	
G	All families experience significant disturbances to family life relating to behavioural challenges from their children
H	Low expectation of academic attainment from both children and their families
I	Some children and their families have limited access to life experiences within their communities and wider afield.
J	Most families have a vast experience of input from outside agencies that has not always been effective for them.
K	Attendance prior to attending Willow Grove is often significantly low.

3. Outcomes for in-school barriers		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All children will make progress in line with their greatest potential	Children's progress will be closely monitored on an individual basis and will be reported in line with personal attainment.
B.	Pupils will maintain full time, long-term attendance at Willow Grove with minimal disruption to educational provision.	With consistent attendance at the same school the children will increasingly feel part of a positive community.
C.	Any secondary needs will be identified and supported within the curriculum and the wider life of the child wherever possible.	Children's identified needs will be met, monitored and supported within the planning of the curriculum and in academic and social opportunities. Academic progress will be seen in all the core subjects.
D.	The progress of all children will be tracked and monitored.	Progress will be seen consistently within the curriculum and will be tracked by the monitoring of B Squared Connecting Steps.
E.	Children will experience consistent and positive relationships that will enable their social and emotional skills to be developed.	Motional and the Jigsaw curriculum will be used to support behavioural skills development. The children will be given opportunities to rehearse their skills in life experiences across the school year.
F.	Staff will remain up-to-date with support strategies and training that enables them to support all the needs identified in the school cohort.	Staff will show increased knowledge of Motional Mental Health and Well Being tools. Motional breakfasts will be delivered throughout the school. OT input for motor development SALT support for educational environment

4. Outcomes for External barriers		
G.	Families feel increasingly more confident in managing the challenging behaviours of their children.	Family Partnership will use a range of evidence to show increased parental ability to manage their own children's needs over time.
H.	Families support their children in achieving their potential	Parental attendance at school events will show an increase over time.
I.	The children will have access to a wide range of activities that encourage community engagement and participation	Family Partnership will use a range of strategies to engage children and their families in supported community access leading to independent, family community engagement.
J.	Families will be supported to attend and manage for themselves their involvement with outside agencies. Families will be encouraged to engage with training to enable greater levels of independent living	Family Partnership will show evidence of increased independence when working with external agencies.

5: Planned expenditure					
Academic year	2021/22				
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 offer for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review or implementation?
An environment that supports social, emotional and mental health growth and development through meeting the language and sensory needs of the children.	<p>A full year support of a Speech and Language Therapist to guide the following:</p> <ul style="list-style-type: none"> The assessment of children's understanding of language related to questioning. The maintenance of the school environment to provide ensure language rich support. The use of language appropriate to emotional regulation. <p>Support from an Occupational Therapist to ensure an OT offer for every child in the school.</p>	<p>32% of the school have a secondary diagnosis of ASC. Therefore, the children have significantly affected social language and communication skills.</p> <p>The language of emotional regulation needs to be consistent and delivered at the appropriate level for each child.</p> <p>Children often present as less co-ordinated or balance secure in lessons that include physical activity or control.</p>	<p>The lead teachers for SALT and communication in school will hold learning walks to audit the classroom environments.</p> <p>The lead teacher will create a SALT curriculum statement to ensure the offer in school for all children.</p> <p>The SALT will update the School Environmental Audit and will feed this back to staff. Priorities will be identified and an action plan created.</p> <p>CPD will reflect the needs of the staffing cohort in relation to reflective language that supports emotional regulation.</p> <p>The OT will provide support to develop our OT curriculum offer in school for all children.</p>	<p>SALT lead</p> <p>CT</p> <p>LL</p>	<p>October 21</p> <p>£1700</p> <p>£5000</p>
Continued CPD for staff relating to understanding and supporting early years trauma as an embedded ethos for the school.	<p>Continued CPD opportunities.</p> <p>A member of staff identified to complete the TISUK diploma in trauma support for the children.</p>	<p>Within the school cohort children have experienced sometimes high levels of the following traumas:</p> <p>Domestic Violence</p> <p>Multiple school moves</p> <p>Prolonged absences from multiple schools</p> <p>Family Bereavement</p> <p>CP needed within early years</p> <p>Parental ill health</p>	<p>Regular CPD opportunities for whole school staff.</p> <p>SLT to monitor attachment and trauma strategies across the school with learning walks and engagement in CPD offer.</p>	JM	Dec 21

		Relationship Policy review in school by SLT and whole staff.			
Total budgeted cost					£

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children will have the opportunity to share their thoughts and feelings with a person external to the school staffing.	A children's counsellor on site for 1 day per week.	The school staff are heavily involved in the school and sometimes the personal life of the children. The school staff – although expert listeners - are not trained counsellors. It is sometimes the case that the children find it easier to talk with someone who doesn't know them quite as well.	The Headteacher and the counselling service will work closely to monitor the children's use of the service. We will work to ensure it is an on-going needs led service that is open to all of the children in school.	JM	Half-termly de-briefs between the Counsellor and the Headteacher. Termly meetings with the Service Provider. £10,000
Children will have the opportunity to access a Play Therapist with skills in early years trauma and attachment difficulties.	The employment of a Play Therapist one day per week from September 21.	Some children are not able to access talking therapies. Play is a researched medium for children to explore their feelings and emotions. Historical engagement with this agency has proven successful to support significant relational and behavioural challenges.	The employed therapist will be certified with BAPT and will have proven references relating to work with early years trauma and attachment type difficulties. Meet with the play therapist termly to review the offer and reflect on the engagement of the children.	JM Supported by a HLTA	Dec 21 £10,000
Total budgeted cost					£20,500

iii. Other Approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased access to additional staffing across the school.	Additional teaching assistants to support learning opportunities relating to reading and writing and emotional regulation.	The team are able to support with 1:1 interactions and interventions that create attachments which in turn settle children to their learning. Specific reading, spelling and writing interventions are facilitated with additional staffing across the school.	Monitoring of the Sounds Write offer across the school for all groups Monitoring of the 1:1 interventions that the children are able to engage in.	LL JM CF	On-going
Where it has been identified that a particular resource would benefit a pupil's learning, that resource should be bought.	Individual purchases.	School has previously purchased privacy boards, iPod shuffles, ear defenders and these have proven successful in supporting behaviour changes and increased engagement in curriculum offer.	Through Pupil Learning Checks. Through discussion at staff meetings. Through individual staff requests. Responsive to need arising.	SLT MLT	On-going
Inclusion in additional curriculum enrichment activities.	Singing Lessons Music lessons – guitar, keyboard and drums. PE/OT interventions	The inclusion opportunity to sing for pleasure for children who express the interest. The opportunity for children to learn a musical instrument for children who have expressed an interest. To increase physical activity for children who are reluctant to engage or whose self-confidence in physical activity is low.	Monitored by the Music lead teacher. Monitored by the lead teacher for PE and by liaising with OT services.	NB JC and JM	On-going

	Swimming lessons	To increase physical movement in the early years to increase physical capability of the children. Developing gross and fine motor skills.		JC and PL	
	To access school visits	To try to have all children leave Willow Grove with the ability to swim. To train our own swimming coach.		JM	
					To ensure inclusion to all school activity.
Total budgeted cost					£23,754

Total expenditure £47,504

An additional £1,464 will be sourced from elsewhere unless there are any fluctuations in the income for PPG