

Pupil Premium Strategy Statement: Willow Grove School

1. Summary information					
School	Willow Grove School				
Academic Year Sept to Sept	2019-20	Total PP budget estimated for the school year. (Financial)	£45.180 Based on 50% FSM May increases or decreases throughout the year	Date of most recent PP Review	September 2019
Financial year April to April	2019-20				
Total number of pupils at the start of the school year September 2019	63	Number of pupils eligible for PP at the start of the school year	35	Date for next internal review of this strategy	January 2020

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 does 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 incredibly low self-esteem that prevents the formation of positive relationships in school
F.	The cohort of the school has a constantly changing dynamic.

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 develop the skills to initiate friendships with both their peers and the adults in the school.	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.

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	2019/20				
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?
<p>Staff CPD increase in knowledge around Attachment and Trauma related behavioural difficulties.</p> <p>Reduced incidents of Physical interventions for children over time.</p> <p>Reduction in loss of learning time.</p>	<p>X2 members of the team training for Attachment and Trauma informed School Strategic Leads.</p> <p>Change of behaviour management strategies for the whole school.</p> <p>Review of current provision offer for the most challenging behaviours shown in school.</p>	<p>Behavioural data related to physical interventions in school.</p> <p>Anecdotal evidence of the staff in relation to some of the behaviours in school.</p> <p>Advances in Human Biology and Brain Neuro-Science.</p> <p>Work of Louise Bomber, Hellen Geddes and Jenifer Nock</p>	<p>Training for staff in elements of neuro-science connected to our understanding of attachment and trauma in the formative Early Years of the children in school.</p> <p>Joint training with the speech and Language Therapist</p> <p>Training from TESS</p> <p>Training from Educational Psychologists</p> <p>Training from Jennifer Nock.</p> <p>Monitoring of behavioural data.</p>	<p>JM</p> <p>PB</p> <p>GR</p> <p>CT</p>	<p>On-going from September 2019 Staff meeting time</p> <p>Department meeting time</p> <p>SLT/MT meetings</p>
<p>Individual and group support for all children in improving their mental health.</p> <p>Greater use of positive interventions to support emotional growth and development.</p>	<p>Motional on-line working tools as designed by</p> <p>Motional provides an on-line tool to identify, assess and support the mental health and well-being of the children.</p>	<p>School undertook training from Trauma Informed Schools UK in October last year and this package is designed by them. It will give the staff a whole range of relational, curriculum and social opportunities to support all the children in school.</p> <p>Motional is a detailed assessment of the child's mental health and emotional well-being and of the protective factors to promote and support</p>	<p>Training from Trauma Informed Schools UK</p> <p>Staff meeting time to support staff</p> <p>Drop in observations</p> <p>Monitoring of behavioural data.</p> <p>CPD from the Motional Team</p>	<p>SLT</p> <p>MLT</p> <p>Whole staff team</p>	<p>May 2019</p>
Total budgeted cost					£3213

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	Weekly de-briefs between the Counsellor and the Headteacher. Termly meetings with the Service Provider.
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
Total budgeted cost					£9.828

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?
The children have the opportunity to explore their feelings and emotions via the medium of play	Play Therapist in school for 1 day per week all year.	Many children engage well with the medium of play and are able to revisit and explore areas of difficulty. They have the chance to play them out in a supportive environment with a trained person.	The sessions will remain confidential except on the occasion of safeguarding issues being highlighted. The play therapist will produce reports detailing the therapy type offered to the children. If it is appropriate, the reports will inform the practise of the staff to ensure support for the child is optimised at all times.	JM JO	On-going JM to meet with the Play Therapist Termly
Increased access to support at times of crisis that does not impact on the class environment.	Additional teaching assistant support to provide easier access to staffing in school.	The team are able to support with 1:1 interactions that create attachments which in turn settle children to their learning.	Monitoring of the incidents which pastoral are involved in. Monitoring of the 1:1 interventions that they are able to engage in.	JM CT	On-going
Family Partnership	Targeted support in response to prioritised family need.	Families tell us that they want to work with people who can support and facilitate change within their families. They want support to work effectively with agencies who are offering planned interventions with their children and families.	Drop in observations. Regular evaluation feedback from the families using the service. Parent questionnaires	JM PB SL	On-going
Total budgeted cost					£33.602

An additional £1463 will be sourced from elsewhere unless there are any fluctuations in the income for PPG