

Pupil premium strategy statement

1. Summary information					
School	Pinewood School Academy Trust				
Academic Year	2023/24	Total PP budget	£86940	Date of most recent PP Review	September 2023
Total number of pupils	211	Number of pupils eligible for PP	84	Date for next internal review of this strategy	September 2024

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	All pupils have a range of additional needs. Guidance for placement in an LD school is for cognitive levels to be between 33% and 50% of chronological age. Their cognitive ability is therefore that of a much younger child and many remain working within the p levels. Vocabulary for many pupils similar to those of children in Key Stage 1	
B.	Due to their learning needs many pupils lack social skills and social awareness which impacts on teaching styles and learning.	
C.	Ability to understand abstract concepts is limited and there is a tendency to compartmentalise learning. Therefore, skills are less likely to be transferred across subject areas.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Some issues of social deprivation amongst a number of pupils. Increased issues around SEMH in line with national focus on mental health.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For pupils to be able to generalise learning and transfer skills between areas of learning	Thematic curriculum supported by cornerstones program embedded across KS3, including the use of the local environment to aid transfer of skills to real life situations. Use of ASDAN for a work-related learning embedded within KS4, leading to increased motivation and progress. Literacy and numeracy curriculum prioritises teaching of essential skills needed to support community independence.
B.	All pupils leave with appropriate internal or external accreditation. All pupils progress on to a suitable college course and be prepared to make a positive contribution to their local environment.	Use of ASDAN for a work-related learning embedded within KS4, leading to increased motivation and progress. All pupil enrolled on college course
C.	All pupils will be better equipped to recognise emotions and self-regulate	Zones of regulation and mindfulness embedded across the school, evident in class TT's. Pupils can access a range of support. Pastoral team minutes.
D.	Support for parents that require it through the school family worker. Including help to access FSM's, IT equipment and FSM vouchers in holidays in line with government support.	Effective school family worker involvement – positive parental feedback, My concern, SFW records/file notes.

4. Planned expenditure					
Academic year		2022/23			
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 teaching 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 implementation?
To develop the school's culture of wellbeing for both staff and pupil. Lower staff absence will lead to better outcomes for students. To enhance pupils readiness to learn STAFF for pastoral	School counsellor (0.6)	Improved mental health decreases barriers to learning. National Mental Health crisis, Research shows SEN pupils are more likely to develop MH difficulties. A key posts which support our safeguarding procedures to guard against a decrease in mental health needs	Accessible referral system in place. Weekly pastoral team meetings to review referrals and monitor progress. The time allocated for the staff delivering mentoring and counselling interventions is protected. School pastoral and referral system will monitor need and also effectiveness. Analysis of attendance data. Analysis of pupil note entries	Todd Baines (Deputy Head)	September 24
Total budgeted cost					£18000 (HF)
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?

<p>Curriculum opportunities for students in receipt of PPG are maximised through the design of the curriculum for all groups across the school including specialist groups.</p>	<p>Clear criteria are applied to determine best groupings for students. The curriculum pathways are bespoke to groups of students and adaptation to take account of disadvantaged groups is evident in planning Advice and support from other schools that show good practice in curriculum design.</p>	<p>successfully grouping students led to a reduction in behaviour incidents and better engagement in class. Improving the adaptation of learning for individuals including in specialist groups will accelerate progress</p>	<p>Assistant Headteachers to lead on curriculum development and guidance for placement in specialist classes. Provisional class lists populated for all staff to view and discuss. Suggested changes considered by key stage leads. Reorganisation reviewed after the first half term. Suggested student moves, discussed and made if agreed. TA's to receive a 50 minute training session every other week. Teachers to receive a 50 minute training session every other week. All form tutors to purchase a resource identified through CPD.</p>	<p>Kate Morrissey and Antonella Muirhead (Assistant Heads)</p>	<p>September 24</p>
Total budgeted cost					<p>£20000 - CPD cover for training and visits to specialist settings and £12578 £662 x 19 for each class to purchase resources identified as a result of recent training.</p>
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?

<p>All pupils will have access to a yearly residential opportunity to develop their independence and life skills and further enhance the curriculum.</p> <p>All pupils have access to a yearly day trip prior to the residential as a small step towards the residential and enable them to have social experiences equal to their mainstream peers.</p>	<p>Funded rolling program of faculty themed residentials</p> <p>Full day trip undertaken by each form chosen for the social and environmental experience. Could be curriculum linked but not a requirement.</p>	<p>There is documented evidence that residential opportunities increase engagement in learning. Pupils from low economic backgrounds have struggled to access opportunities in the past. All SEN pupils need to develop their independence skills and residentials are a great way to do this. Planning scrutiny Evaluation of each residential and the program as a whole. Pupil/Parent feedback</p> <p>To enable all pupils to have social and environmental experiences equal to their mainstream peers.</p>	<p>Plan trips in collaboration to ensure each trip provides a different geographical location and curriculum area. Ensure suitable staffing by offering options and dates to the whole staff with good notice. Cost each trip and negotiate funding before finalising to ensure costs can be met. Ask for nominal voluntary contributions to cover any shortfall. Inform parents of planned trips over academic year, outline emotional, social, physical and cognitive benefits. Make explicit all parents/carers that up to 50% costs will be covered and students are expected to attend at least for extended days during the residential activity.</p> <p>Rationale shared with all staff. Form tutors to discuss ideas within teams. Location decided and booked through usual offsite system.</p>	<p>Middle Leadership Team</p> <p>Form Tutors</p>	<p>September 24</p> <p>September 24</p>
Total budgeted cost					<p>19,000 residentials 6,000 day trips</p>

5. Review of expenditure

Previous Academic Year

2022/23

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To develop the school's culture of wellbeing for both staff and pupil. Resulting in continuity of staff through reduced absence. To enhance pupils readiness to learn</p> <p>STAFF for pastoral</p>	<p>School counsellor (0.6)</p>		<p>Impact on staff – personal and better knowledge of individuals. Staff able to access immediate support when well-being is directly affected by challenging situations. Incidents of staff reporting absent for work due to MH issues is low</p> <p>The more students able to access this support brings the counsellor more regularly into the classroom which has a positive effect of student's willingness to participate.</p>	<p>£17995</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Pupil are accurately grouped to focus on area of additional need. Social, emotional and cognitive needs more effectively met resulting in enhanced pupil achievement and well-being.</p> <p>All staff have increased knowledge in different needs, approaches and resources required to enable enhanced pupil achievement and well-being.</p>	<p>Restructure how the students are organized into forms.</p> <p>Restructure of senior and middle leaders to reflect the new groupings.</p>	<p>Evidence of a reduction in behaviour incidents across specialist groupings.</p>		<p>£21,165</p>
iii. Other approaches				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>All pupils will have access to a yearly residential opportunity to develop their independence and life skills and further enhance the curriculum offer.</p> <p>All pupils have access to a yearly day trip prior to the residential as a small step towards the residential and enable them to have social experiences equal to their mainstream peers.</p>	<p>Funded rolling program of faculty themed residentials</p> <p>Full day trip undertaken by each form chosen for the social and environmental experience. Could be curriculum linked but not a requirement.</p>	<p>All classes took part in a residential activity in the 2022/23 academic year. Most, but not all students were able to stay overnight except in those cases where anxiety prevented them from doing so/ The Year 7's were able to have a one night camping trip on the school field in July 23.</p>	<p>Investigation of a wider range of residential opportunities for all classes.</p> <p>Training for off-site visits for new staff members will take place.</p>	<p>£19000 £6000</p>

6. Additional detail