

3-year Pupil Premium strategy 2021-2024

SUMMARY INFORMATION			
Pupil premium strategy	Chiltern Way Academy Buckinghamshire		
CURRENT PUPIL INFORMATION			
Total number of pupils:	235	Total pupil premium budget:	£120,865
Number of pupils eligible for pupil premium:	109	Amount of pupil premium received per child:	FSM primary = £1,455 FSM secondary = £1,035 Adopted/Left Care = £2,530 CLA = £2,530

LONG-TERM PLAN (3-YEAR TIMESCALE):

- 1) Therapy team – OT and SALT employed to work on a 3-tier level of intervention for students, including oral language interventions.
- 2) Assistant Teacher Interventions/Small group tuition - Tier 2 small group and 1:1 intervention by AT's trained and monitored by qualified therapists.
- 3) Regulation and OT equipment – “Swing rooms” created to support regulation and Occupational Therapy sessions.
- 4) Outdoor Education - Increase cultural capital and life experience for our young people, encourage participation and lifelong participation in physical activity contributing to good physical and mental health. Growth Mindset to be fostered through breaking personal barriers and encouraging resilience through the learning of skills and technique whilst accepting challenges. Without support from school funding many students’ families would not be able to afford such experiences and opportunities, denying them the possibility of enriching activities. Also, the initial building blocks of success moving into KS4 and following DofE courses. Social skills and understanding of need are also developed through OAA giving students an additional offer to improve their chances of softskill growth, leading to greater chances of success when looking for admission to college, employment or training.

All targets linked to the School Improvement Plan.

All targets have a minimum +4 impact, according to EEF evidence-based guidance.

PRIORITY 1							
Member of staff responsible: SALT and OT Lead							
Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when	Resources needed	Progress indicators
1.	More SALT and OT staff employed and delivering “universal” training to improve quality first teaching.	Specific Training	EEF	SENDCo	Continual progression.	SALT and OT staff.	Range of trainings delivered since September 2022 including “Strengths based approaches”, “Tools for regulation”, “Language for regulation”, “Language for restoratives.” Impact of trainings monitored through learning walks completed by therapists.
2.	Successful Tier 2 interventions delivered by trained AT’s.	OT and SALT upskill and monitor specific AT’s.	EEF	SENDCo	Continual progression	SALT and OT staff. Specific resources purchased as required.	Over 50% of tier 2 interventions have resulted in students moving down to tier 1 following intervention. The remaining students continue to make progress at tier 2 and are anticipated to move down following one more package of intervention (8-10 weeks).

3.	Successful Tier 3 Intervention	Intervention as per EHCP.	EEF	SENDCo	As per EHCP requirements	Qualified SALT and OT	9 tier 3 SALT students have moved to tier 1 or 2 following intervention (out of 42). 6 tier 3 OT students moved to tier 1 or 2 following intervention in swing room (out of 32). 1 0.8 FTE SALT away on long-term sick.
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PRIORITY 2

Member of staff responsible: Head of Campus

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when	Resources needed	Progress indicators
1.	Recruit additional AT's to deliver specific therapy interventions.	Advertise and interview for posts.	EEF	SLT	April 2022	N/A	All ATs at Berton are trained to deliver interventions. Training has been provided to 5 ATs across Wendover and Prestwood who are now successfully delivering interventions.
2.	Successful Tier 2 interventions delivered by trained AT's.	OT and SALT upskill and monitor specific AT's.	EEF	SENDCo	Continual progression	SALT and OT staff. Specific resources purchased as required.	As above.

PRIORITY 3

Member of staff responsible: SALT and OT Lead

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when	Resources needed	Progress indicators
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1.	Purchase and fit “swing rooms” at each campus to support OT and regulation.	Staff and student training	EEF	SLT	April 2022	Swings relevant to each campus	Swing rooms installed at each of the sites. Training provided to staff. Staff to be supported to be more consistent with completing record forms following use. It has been added as a category on CPOMS.
2.	OT’s to use swing rooms to support regulation and OT needs.	Implement specific OT plans	EEF	OT’s	Regular assessment of impact, highlighted in annual reviews.	Specific swing equipment to be purchased as and when required,	6 students moved from tier 3 to tier 1 or 2 following intervention in swing room (out of a total of 32). Other students continue to make progress through intervention.

PRIORITY 4

Member of staff responsible: Outdoor Education Lead

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when	Resources needed	Progress indicators
1.	Achieve skills and qualifications at Caldecotte Outdoor Education	Students to participate and achieve.	EEF & UCL	Outdoor Ed Lead	Throughout the academic year.	Additional clothing appropriate to activities.	Caldecott was added to curriculum 5 years ago as a core element. Its addition was to support the schools mission statement about better preparing our

						<p>students for life after school and meaningful employment. All students have difficulties with communication and OE helps develop and make progress both socially and emotionally in this area.</p> <p>Caldecott offers a plethora of activities ranging from rock climbing to abseiling, sailing and kayaking. They also get an opportunity to drive power boats. Of the 106 attenders at Wendover, 100% have experienced activities at Caldecott this year. 54 of the 73 students at Prestwood have done the same (72%). 86% of students at Wendover and Prestwood have benefited from physical activities this year on OE.</p> <p>100% Wendover 6th Form students gained NICAS rock climbing qualifications Level 1 and 2 and RYA sailing qualifications. Seven students took rock climbing and kayaking as options</p>
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							towards their practical grades for GCSE.
2.	Students to participate and achieve Duke of Edinburgh awards	DofE lead to implement DofE plan	EEF & UCL	Outdoor Ed Lead	Throughout the academic year.	Additional resources and clothing as required. Tents, walking boots etc	<p>DofE % percentage pass rate our current cohort 97% pass from 54 entries in Buckinghamshire.</p> <p>YR12 - 5 entries - 100% passed (5 bronze and Silver and 3 Gold awards)</p> <p>Yr11 - 23 entries 92% passed (21 bronze, 13 silver only 2 didn't pass)</p> <p>Yr10 - 26 entries- all predicted to pass at this stage</p>
3.	Outdoor Education activities for Primary Students	Strategic plan for outdoor ed activities	EEF & UCL	Head of Campus and Outdoor Ed Lead	Throughout the academic year.	Additional clothing appropriate to activities.	<p>3 Classes have been Ice skating,</p> <p>2 Classes have attended horse riding lessons.</p> <p>Swimming lessons once a week for year 6 students.</p>