

3-year pupil premium strategy 2020-2023

| SUMMARY INFORMATION | | | |
|--|--------------------------------|---|---|
| Pupil premium strategy | Chiltern Way Academy Wokingham | | |
| CURRENT PUPIL INFORMATION | | | |
| Total number of pupils: | 49 | Total pupil premium budget: | £24,480 |
| Number of pupils eligible for pupil premium: | 29 | Amount of pupil premium received per child: | FSM Primary = £1,345 FSM secondary = £955 Adopted/Left Care = £2,345 CLA = £2,345 Services = £310 |

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) Self-regulation – EEF Guidance “self-regulation supports pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.” At CWA children also use zones of regulation to self-regulate their emotions to support learning.

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. | SALT and OT staff employed and delivering “universal” training to improve quality first teaching. | Specific Training | EEF | SENDCo | Continual progression. | SALT and OT staff. | OT started 0.4 FTE in Jan 2022. SaLT also on 0.4 FTE. Both regularly contributing to staff CPD. Ongoing area of development for new Deputy Head. |
| 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. | Steady progress initially but hampered by staffing and recruitment issues of AT's at Nov '22. |
| 3. | Successful Tier 3 Intervention | Intervention as per EHCP. | EEF | SENDCo | As per EHCP requirements | Qualified SALT and OT | Progress made in specific sessions for individuals, led by qualified therapists. |

PRIORITY 2

Member of staff responsible: Head Teacher

| 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 2021 | N/A | At November 2022, staffing and recruitment hampering further progress. Continuing area for development. |
| 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. | Steady progress made up to January 2022. Staffing and recruitment issues limiting progress at November 2022. Consider external recruitment of MATCO. |

PRIORITY 3

Member of staff responsible: Head Teacher

| Objectives | Success criteria | Actions to be taken | Research evidence basis | By whom | By when | Resources needed | Progress indicators |
|------------|---|---|-------------------------|------------------------------------|--|--|--|
| 1. | Students using Zones of Regulation (ZOR) consistently to support. | Staff and student training | EEF | SLT | Regular intervals on monitoring calendar. | Self-regulation tools to be purchased. | Very positive start, particularly with primary students. School Improvement Partner identified this in November 2021. Now fully embedded September 2022. |
| 2. | Parent/Carer training on ZOR so it can be re-enforced at home and school. | Training sessions for parents and carers. | EEF | SALT or OT staff, teachers or SLT. | During virtual parent information days and physically at parents evenings when possible. | MS Teams for staff and IT lent to parents and carers if required. | Successful training delivered. To be further developed with targeted support to families. |
| 3. | Strategic plan to “teach” students self-regulation skills | Development of O&R time | EEF | OT and SLT | Throughout the academic year. To start in January 2022. | Self-regulation resources eg) wobble chairs to be purchased as required. | Strategic plan begins 2022. Self regulation resources purchased and orientation and regulation sessions each morning added to the timetable. Ongoing modelling from all staff. |