

## Pupil Premium Report 2019-2020

Summary Information			
Academic year	2019-2020	Chiltern Way Academy, Wendover, Bierton and Prestwood Campuses	
Pupils at Bierton Campus	29		
Pupils at Prestwood Campus	62	Date of most recent PP review	Jul 2019
Pupils at Wendover Campus	86	Date of next PP review	N/A
Total pupils at CWA	177	Total pupils eligible for PP across Academy	91

	£ Amount per pupil	Total Funding Received at Chiltern Way Academy		
		Sept 19 - Mar 20 based on January 19 census	Apr 20 – Aug 20 based on January 20 census**	£ Total
FSM/FSM ever 6 (Yrs 5 & 6)	1,320	4,620	12,100	16,720
FSM/FSM ever (Yrs 7 -11)	935	34,361	23,375	57,736
Service Child	300	350	250	600
PLAA	2,300	4,025	1,917	5,942
LAC*	2,300	6,708	4,792	11,500
<b>TOTAL</b>		<b>43,356</b>	<b>37,642</b>	<b>80,998</b>

\*LAC premium can be up to £2,300, claimed from the Virtual School. Amounts may vary and therefore figures not included in total funding.

\*\* Funding from Apr 20- Aug 20 is an estimation and is based on our current student population.

Pupil Premium Spending	
Staffing Costs	FTE (%)
DSL (TS and KK)	25%
Child and Families Worker (TS)	20%
Support Team Leads (BL, ST, KK)	10%
SALT and Interventions lead (HD)	70%
OT worker (JK)	70%

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**Academy Wide Approach**

Issue or Barrier to Pupil Progress	Action	Lead	Resources	Success Criteria or Sought Outcomes	Monitoring and Evaluation	Latest Outcomes and Moving Forward
<p><b>A need to increase attendance to promote greater progress and life chances for pupils, continuing to increase since 68% seven years ago</b></p> <p><b>Targeted support for pupils and families</b></p>	<p>Designated safeguarding leads along with the child and family worker to work with pupils and families who have attendance issues. They support re-integration back into the Academy and maintain attendance whilst engaging.</p> <p>Work with specific pupils and their families to support their individual learning making a bridge between home and the Academy reinforcing strategies and planning bespoke interventions.</p>	<p>ChM KK</p>	<p>Child and Family Worker</p> <p>DSL</p> <p>Support team leads</p>	<p>85% whole Academy attendance.</p> <p>Specific individual work where required with persistent absentees.</p> <p>Case studies of actions resulting in improved attendance.</p> <p>Engage families with external services to support them, including signposting to relevant agencies.</p>	<p>DSLs &amp; Child and Family Worker to report to HoCs re: attendance and specific family interventions.</p> <p>Governors via Head of Campus Report</p>	<p><b>June 2020 update:</b></p> <p><i>Year 7-11 CWA current attendance is 87.8% (this was up to school closure announcement)</i></p> <p><i>Even with ease of lockdown, there is no pressure on parents to send their children to school or issue fines. This will be ongoing and monitored by the Government and LA.</i></p> <p><i>School has remained open for Key Worker and vulnerable students, many of which pupil premium. Numbers have steadily increased as Wendover, Prestwood and Bierton Campuses were made safe. Plan to increase from 12<sup>th</sup> June if possible.</i></p> <p><i>Tutor phone calls have been made twice weekly to those not in and any concerns raised to relevant staff.</i></p> <p><i>Staff have been out delivering food parcels and vouchers to those on FSM and sighting students where possible while adhering to social distancing guidelines.</i></p>

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					<p><i>Safeguarding team have conducted follow up home visits/calls where necessary. Professionals have been informed and support in place where necessary.</i></p> <p><i>All meetings (Core Groups, CIN, professionals) have taken place remotely via Zoom or MS Teams.</i></p> <p><i>School remained open over Easter and Half Term for those of Key Worker parents.</i></p> <p><i>Feeling from parents and students is that it has been a largely successful period despite situation and parental feedback has been largely positive and grateful for food parcels, vouchers, home visits and general support where necessary.</i></p> <p><i>Work will be done as necessary to support students and families when CWA returns to full capacity.</i></p>
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<p><b>Targeted increase in SALT and OT across the Academy.</b></p> <p><b>Increased chance of accessing the curriculum and fulfilling potential once needs are identified and met</b></p>	<p>SALT and OT lead to assess, intervene and evaluate strategies for targeted pupils</p> <p>Three tiers of SALT and OT interventions across pupils</p> <p>Tier 1 – students whose needs can be met using a universal approach for example, use of SLCN strategies, sensory caddies, etc.</p> <p>Tier 2 – students whose needs indicate a higher level of support for example, the use of a group or an individual programme to be delivered by AT/in class such as an individual set of strategies or Lego group, etc. The programme/strategies are to be set and monitored on a termly basis by the treating therapist.</p> <p>Tier 3 – students whose needs indicate direct involvement from a therapist is required. These students may be seen individually/in pairs/groups on a weekly weekly/fortnightly/half termly basis (as specified in their EHCP)</p>	<p>HD</p>	<p>OT lead (JK)</p> <p>SALT lead (HD)</p> <p>Assistant teachers</p> <p>Assistant SENCO time</p>	<p>90% of tier 2 and 3 students receiving SALT/OT interventions will see majority expected progress</p> <p>90% of tier 2 and 3 students receiving SALT/OT interventions will see expected progress or better in literacy STAR tests.</p>	<p>HD (SALT and OT lead)</p> <p>CHM/SA/CM (data leads)</p> <p>HOCs</p> <p>Governors : Learning and wellbeing committee feedback of progress</p>	<p><b>June update</b></p> <p><i>Tier 1 training ongoing</i></p> <p><i>Identification of Tier 2 and 3 students progressed and increased numbers are as follows</i></p> <p><i>Tier 2 SALT – 7 students</i></p> <p><i>Tier 3 SALT – 6 students</i></p> <p><i>Tier 2 OT – 10 students</i></p> <p><i>Tier 3 OT – 6 students</i></p> <p><i>80% of OT students are currently showing expected or better progress in relevant subjects as per spring reports. Reduction in expected or better progress will show improvement following input for new cases</i></p> <p><i>Data update for literacy progress for SALT students via STAR tests is unavailable due to COVID lockdown. Data available in the Autumn Term.</i></p>
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## **Rationale:**

Attendance is an historic barrier to the progress, achievement and attainment of pupils within our Academy and indeed specialist provisions of this nature everywhere. Simply put if pupils are not in Academy they are unlikely to make progress. This is closely linked to the pastoral and educational needs of pupil as feeling secure, emotionally resilient and having the ability to self-regulate are key to pupils' happiness and their desire to attend school. This is supported by evidence from the British Psychological Society (BPS) who state:

*“ Any single case of persistent non-attendance might include elements of one or more of the following factor-categories of causation.*

- 1. Emotionally-based: where there are mental health issues affecting the student or other family members, for example, where the student is a young carer of a parent with a mental health condition or a drug habit.*
- 2. Physical health related: ranging from unusually frequent coughs and colds to chronic conditions such as cystic fibrosis that necessitate episodic in-patient treatment.*
- 3. Attitudinal/systemic: absenteeism that becomes significant when it is habitual or too frequently a pragmatic solution, for example term-time family holidays.*

*Academy behaviour-related: for example, exclusion, managed moves, alternative provision and part-time timetables*

An increasing number of children and young people (CYP) are experiencing social emotional and mental health needs (SEMH). Many CYP with SEMH also have speech, language and communication needs (SLCN). SLCN is often unrecognised in CYP with SEMH needs, meaning that SLCN is masked by other behaviours and that interventions for SEMH are less likely to be effective. SLCN can have long-term negative consequences, and these are compounded if the child or young person also has SEMH. Speech and language therapy is a vital component in improving the outcomes for CYP with SEMH.

Occupational therapy enhances engagement and participation in school life. Occupational therapists are trained to understand the whole person, including physical, mental health, emotional and behavioural needs and their impact on school life. Occupational therapy is needed when established school support is in place and the child or young person continues to experience issues with their school occupations (writing, participating in lessons, completing practical activities, etc.). Occupational therapy provides a vital support in identifying appropriate strategies for enhancing participation (e.g. changing the way the school task is done, outlining modifications to the environment, recommending or providing equipment, teaching the CYP or staff new techniques, developing the CYP's skills and abilities.

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*Persistent Academy non-attendance is unique to each individual, complex and intractable because of the complexity of the interrelationship of these four factors. Factor weightings are dynamic and can vary in the degree to which they contribute to the problem from day to day."*

From Education Endowment Foundation, evidenced based, teaching and learning toolkit		
Role	Intervention	Positive effect
SWAM	Parental involvement	3
Child and Families Worker	Individual instruction	3
	Meta-cognition and self-regulation	7
Support Team Leads	Behavioural intervention	3
	Social and emotional learning	4

Our Pupil Premium funding is invested in these specific areas within the organisation which positively impact directly on the pupils, as highlighted above. This is very similar to how Pupil Premium Funding was invested in 2017/18 where at both Wendover and Prestwood schools OFSTED felt the PPG was invested wisely, directly impacting on pupil outcomes. Further inspections of the Academy have highlighted very positive use of PPG funding to improve outcomes for pupils. As 51% of pupils across three sites receive PPG, the funding is used to support all pupils.

*"The Academy spends pupil premium funding well to improve outcomes"* Ofsted

*"Data shows that for a majority of students their attendance improves after joining the Academy and for several the increase is very significant... All of the expected strategies are in place and consistently applied"* Kevin McHenry, former Academy Improvement Partner and Ofsted Inspector

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The BPS notes the following as effective interventions

Factor-Categories	Evidence based Intervention including, but not limited to:
1. Emotional/ mental health-based non-attendance Particularly attachment theory)	Parent-training; parent support and development groups; systemic family therapy; consultation groups
2. Physical health related non attendance	Team around the child meetings; consultation (specific parts of intervention)
3. Attitudinal/ systemic non-attendance	Solution-focused family work; systemic family therapy; consultation; motivational interviewing; mediation meetings
4. School-behaviour related non-attendance and exclusion	Teacher training (INSET); individual student work; multi-agency work, e.g. working with social workers and parents; Behavioural theory behaviour management systems; token economies; mediation meetings; consultation

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