

1. Summary information					
<b>School</b>	Hollinwood Academy			<b>Type of SEN</b>	ASD/SCLN
<b>Academic Year</b>	2018/19	<b>Total PP budget allocation</b>	£112,530	<b>Date of most recent PP Review</b>	Safeguarding Board Meeting on 19/11/2018
<b>Total number of pupils</b>	178 (Sept 2018)	<b>Number of pupils eligible for PP</b>	94 (DfE allocation)	<b>Date for next internal review of this strategy</b>	Safeguarding Board Meeting Autumn 2019 – date tba

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving Expected & Exceeding in S&L Communication	85.6%	85.6%
% achieving Expected & Exceeding in Number	83.8%	72.7%
% achieving Expected & Exceeding in Geometry	91.7%	78.6%

3. Barriers to future attainment for pupils eligible for PP	
<b>A.</b>	Social and communication difficulties caused by the children’s ASD present the greatest barriers to learning at Hollinwood and impact on all areas of school life
<b>B.</b>	Safeguarding and welfare issues which may lead to Social Services involvement
<b>C.</b>	Broken family structures causing family stress and low resilience
<b>D.</b>	Socio-economic disadvantage such as poverty
<b>E.</b>	Trauma and other mental health issues in the family and/or child
<b>F.</b>	Tracking progress and achievement (to ensure no children and young people are disadvantaged) has proved very difficult as the system moves through ‘life without levels’ and the principles highlighted within the Rochford Review appear to be yet agreed. The New Bridge Group has invested a huge amount of time and effort developing a Dashboard that measures both academic and learning for life levels.
<b>G.</b>	The ‘Oldham Education & Skill Commission Report 2016: A Self-Improving Education System’ shows that in contrast to the rest of the country, statements/EHCPs in Oldham are increasing with a particular growth in the numbers of pupils with Social, Emotional and Behavioural Difficulties coupled with recognised delay in early diagnosis. The report states that there is ‘a projected future pressure on places’. Hollinwood Academy continues to expand (4-19) to well over 185 pupils and students. This continuous growth leads to constant curriculum and

	<p>organisational reforms.</p> <p>Our present employer partners are reaching capacity with learners who access our Employment Matrix, Bridging the Gap and Future Finders.</p> <p>Oldham has a high level of permanent exclusions in the secondary phase and it is clear that current arrangements are not working as well as they should. The Commission Report also holds anecdotal evidence that mental health issues in children and young people are increasingly prevalent and that the availability of appropriate support needs to be improved. This is a national issue but one which also needs to be addressed locally in Oldham. This is very prevalent within New Bridge.</p>
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4. Desired Outcomes		
<b><i>Hollinwood Academy places all learners on an appropriate aspirational pathway:</i></b>		<b><i>Success criteria</i></b>
<b>A.</b>	Being independent	living independently, paid employment 16 hours or more, University/Higher Education
<b>B.</b>	Working with support in my community	living in semi supported living, living away from home, occasional paid work (bank etc.), volunteering, accessing community facilities
<b>C.</b>	Volunteering in my community	may be living with family or with support in community, accessing community placements, with support volunteering in local businesses etc.
<b>D.</b>	Playing a part in my community	accessing day provision, with support to have the skills to independently live within a home setting, with support access community clubs etc.
<b>E.</b>	Taking control	having the aptitude and skills to stay within the local area/community, being supported by named adults and making independent decisions about choices.
<b>F.</b>	Taking part	having the aptitude and skills to stay within the local area/community with support to access “safe” environments that are chosen by others
<b>G.</b>	Being involved	having the aptitude and skills to stay within the local area/community, inevitably supported by named adults who make decisions in the best interest of the young person

**5. Planned expenditure**

<b>Academic year</b>	<b>2018/19 – EXPECTED ALLOCATION £112,530</b>
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The New Bridge Trust has developed a new system that aims to measure progress in 7 key areas. If young people are able to make progress in relation to these 7 key areas we have unequivocal evidence that they will reach expected levels at the end of Key Stages 2, 3, 5 and then have every chance of moving on to their desired destination as they leave school.

These 7 areas are as follows:

- being an independent learner
- attending school on a regular basis
- academic success
- being engaged with a curriculum that meets your interests
- being involved in the wider life of the school
- having a positive outlook, keeping safe and behaving appropriately
- getting support when you need it

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Evidence &amp; rationale</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>Review date</b>
<b>Being involved in the wider life of the school</b>	Access to after school clubs, holiday clubs and residential visits, Arts participation, sports events, Duke of Edinburgh's Awards (DofE), Outdoor education sessions and trips	<p>All pupils including those with PP are encouraged to access the before school, after school and holiday club. Holiday clubs are offered throughout all holidays though close at Christmas.</p> <p>DofE takes place through the year and is open to KS4 pupils.</p> <p>Outdoor Education is a part of the curriculum offered at HWA and enhances the learning opportunities for all the pupils.</p>	<p>There is a named Director for Extended schools to ensure success.</p> <p>DofE and Outdoor Education are part of the school curriculum offer across Primary and Secondary.</p> <p>Educational visits are planned into the curriculum to enhance the curriculum offer.</p> <p>HOS/DHOS oversee the offer</p>	<p>KBY</p> <p>BHP</p> <p>HOS</p>	September 2019

<p><b>Being an independent learner</b></p>	<p>Pastoral Team at Primary and Secondary support pupils.</p> <p>Outdoor Education offered</p> <p>Mental Health First Aiders</p> <p>Peer to Peer Support in which a secondary pupil mentors a primary pupil.</p> <p>KS3 pupils have morning session on the Prince William Award</p>	<p>Pastoral Teams at both Primary and Secondary have fantastic working relationships with families.</p> <p>Key staff at primary and secondary support groups and individuals with interventions where they access the community around the school.</p> <p>Groups work with staff and learn how to use public transport, pay for groceries and even do some community service at local businesses.</p> <p>Key staff have led on Peer to Peer mentoring where pupils support each other and staff help to facilitate these sessions.</p>	<p>Support from the ACEO for Pastoral support</p> <p>HOS/DHOS and the Pastoral Team who monitor the impact of the desired outcomes.</p> <p>Form Teachers and Class Staff monitor and record progress to the required outcome on the school's Dashboard.</p>	<p>HOS GHD BHP  LMS</p>	<p>September 2019</p>
<b>Total budgeted cost</b>					<b>£ 20000</b>
<b>i. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Evidence &amp; rationale</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>Review date</b>
<p><b>Having a positive outlook, keeping safe and behaving appropriately</b></p>	<p>Static groups and discrete pathways are created.</p> <p>Small group and 1:1 interventions take place</p>	<p>Class groupings and strategic planning of the curriculum allow the school to ensure that individual needs are met.</p> <p>Interventions within classrooms and bespoke sessions are carried out as part of the day. Bespoke pathways created to access the curriculum are effective in securing a positive outlook, being safe and behaving appropriately.</p>	<p>Key people monitor the curriculum, pathways and discrete provision to ensure raised attainment and quality of curriculum diet.</p>	<p>JDE, HOS, Curriculum Leads Pastoral Leads</p>	<p>September 2019</p>

<b>Academic success</b>	<p>Purchase of equipment to enhance learning experiences. The enhancement of the 1:1 iPad initiative supports academic progress for all pupils. Bespoke curriculum offer Resources, specialist teaching Pastoral support</p>	<p>Evidence shows equipment and technologies support learning and improve attainment. This is also effective with younger or less motivated learners. Specialist teaching and pastoral support also allows progression and attainment.</p>	<p>Standards board rigorously monitor the decisions of curriculum leads in relation to purchases and bespoke curriculum resources. Mobit Committee monitors technology and purchases CEO ensures specialist teaching is implemented.</p>	<p>JDE, HOS, Curriculum Leads,</p>	<p>September 2019</p>
<b>Total budgeted cost</b>					<b>£60000</b>
<b>ii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Evidence &amp; rationale</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>Review date</b>
<b>Having a positive outlook, keeping safe and behaving appropriately</b>	<p>Opportunity to participate in extra-curricular and community activities</p>	<p>Provided opportunities to participate in extra-curricular, community opportunities ensure appropriate behaviours and development are nurtured. The offers of a residential experience at certain key stages enrich lifelong opportunities. This promotes inclusion within the community.</p>	<p>Pastoral teams overseen by DHOS ensure these opportunities are fairly and equitably implemented.</p>	<p>KBY Curriculum leads DHoS</p>	<p>September 2019</p>
<b>Total budgeted cost</b>					<b>£32000</b>

6. Review of expenditure				
Previous Academic Year		2017/18 – TOTAL AMOUNT RECEIVED £100,608		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: did we meet the success criteria?	Lessons learned	Cost
<p><b>Being involved in the wider life of the school</b></p> <p><b>Engagement with school</b></p> <p><b>Getting support when you need it</b></p> <p><b>Being an independent learner</b></p>	<p>Access to after school clubs, holiday clubs and residential visits, Scouts, Arts participation, sports events, Duke of Edinburgh’s Awards (DofE)</p> <p>Allocation of a dedicated Pastoral Manager in the form of behaviour or family support</p> <p>Our Scouts group continues to expand and has a waiting list. It has been highlighted by the Scouts Movement as exemplary good practice. Our Scouts take part in regular trips, attend residential, camping expeditions and have gained more badges and awards.</p> <p>Work experience placements were offered to our KS4 pupils</p> <p>Residential at Year 6, 8 and 11 on offer for all students</p>	<p>Extended access to before school and after school clubs ensures our ‘staying safe’ strategy is enhanced. Holiday clubs are offered throughout the year apart from Christmas and 2 weeks in August.</p> <p>A calendar of sporting events is scheduled throughout the year.</p> <p>Extended Pastoral team helps to support families to work alongside the school in ensuring that the needs of the pupils are met.</p> <p>High proportion of pupils gain valuable experience from the work experience offered within the MAT.</p> <p>Pupil achievements and becoming independent are enhanced through the support our pupils receive when they attend trips and residential.</p> <p>90% of pupils in receipt of PP accessed the Year 6 residential and 56% of pupils in receipt of PP accessed the Year 8 residential</p>	<p>Further develop the life skills program on offer at the school to further enhance the desired goals in line with those on the school Dashboard.</p> <p>Ensure that residential are planned to enhance the learning that takes place.</p> <p>Living skills needs to be part of the curriculum on offer at HWA. If incorporated through timetable sessions this will further enhance the desired outcomes for all pupils.</p>	<p><b>£55000</b></p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: did we meet the success criteria?	Lessons learned	Cost
<p><b>Having a positive outlook, keeping safe and behaving appropriately</b></p>	<p>Providing small group and 1:1 work in a range of discrete provisions and pathways</p>	<p>The pupil profile of the children attending the school has changed and this has enabled the school to think creatively about what/how we can create learning environments to meet the pupils' needs.</p> <p>Providing bespoke interventions, creating nurture provisions that not only support the academic needs but the social and emotional needs of the pupils.</p> <p>We have also created a secondary class that mirrors a primary classroom model.</p>	<p>Curriculum changes need to be managed by key staff – the school needs to look at employing curriculum leads at Primary and secondary to coordinate the work to better enhance the outcomes for all pupils.</p>	<p><b>£25000</b></p>

<p><b>Academic success</b></p>	<p>Purchase of equipment to enhance learning experiences Bespoke curriculum offer Resources, specialist teaching</p> <p>Pastoral support</p> <p>High ratio of support in class to enable all pupils to learn and make progress</p> <p>Small class sizes that are mixed cohorts based on ability</p> <p>All staff have undertaken ASC specific training and positive behaviour management strategies have been in place.</p> <p>School have facilitated staff to complete specific online training to enhance their practice</p> <p>Staff access Oldham training on key areas such as phonics, EYFS moderation and KS2 moderation.</p> <p>Curriculum has been tailored to meet the needs of the learners and resources purchased to facilitate this. Sensory tactile resources such as a wobble cushions were purchased to enable pupils to make progress.</p> <p>Key staff worked with schools to adapt and develop the use of the calm spaces at primary and secondary. Resources were purchased to enhance these areas</p>	<p>Enhanced the EYFS outdoor provision to enhance the learning opportunities for these children.</p> <p>Use specialist teaching support from across the MAT to enhance the curriculum opportunities</p> <p>Enhance the pastoral support offered to the pupils and parents with extra pastoral support workers to work alongside the Leads.</p> <p>Ensure that quality training is offered to all staff especially those new to the role as teaching assistant.</p> <p>Moderations training offered to key staff to ensure that the school is working to standard locally and nationally.</p> <p>Curriculum is written and tailored to meet the pupils individual needs of all the pupils.</p> <p>The school's KNOC gives a clear picture of the academic success of the school</p>		
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iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: did we meet the success criteria?	Lessons learned	Cost
<p><b>Having a positive outlook, keeping safe and behaving appropriately</b></p>	<p>Opportunity to participate in extra-curricular and community activities</p>	<p>new and developing skills and understanding</p> <p>improved learner engagement and motivation</p> <p>greater enjoyment of learning in and out of school context</p> <p>significantly enhanced relationships with both staff and peers</p> <p>enhanced resilience, confidence and wellbeing</p> <p>more successful transition experiences</p> <p>meaningful opportunities to develop and practise leadership and independent skills</p> <p>raised aspirations</p> <p>greater cohesion and a sense of belonging.</p>		<p><b>£20000</b></p>