

# Pupil premium strategy statement Woodlands School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Woodlands School
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Smith & Rosie Clark, Headteachers
Pupil premium lead	Lorna Banfield
Governor / Trustee lead	Mary Fawcett, Gill Lloyd

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,055
Recovery premium funding allocation this academic year	£6000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23,055

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us continue to achieve and sustain positive outcomes for all of our disadvantaged pupils. When looking at our performance data we see that there is no in school variance between Pupil Premium pupils and their peers. We recognise that socio-economic disadvantage is not always the primary challenge our pupils face at Woodlands.

There are four key areas that impact on the progress and attainment of pupils at Woodlands and those in the receipt of Pupil Premium. These are addressed through a whole school approach to learning and underpin our curriculum offer;

- Communication and Self-Advocacy
- Social, Emotional, Mental health and Well-being
- Independence and Life Skills
- Sensory and Physical needs

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, including ensuring high-quality teaching through coaching and sharing expertise. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure sensory emotional and well-being needs are met.

Our strategy is integral to wider school plans for education recovery, including engagement with the National Tutoring Programme for pupils that have been worst affected. It is important to acknowledge that during the academic year 2020-2021 the overall attendance for pupils at Woodlands was 80.4%. The majority of our pupils remained in education throughout the year despite the national school closures between January – March 2021. All pupils at Woodlands have an EHCP.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	As a special school, all pupils at Woodlands have barriers to learning related to their needs and specific learning difficulties.
2	The nature of the barriers to learning are very specific to individuals, each pupil has a holistic assessment. This is evaluated to specify the individual approaches and strategies that will be required to overcome barriers to learning for each pupil.
3	Our assessments, observations and discussions show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs, including non-verbal, limited language and social interaction difficulties. This can manifest as challenging behaviour.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our observations and conversations with families indicate that disadvantaged pupils often require additional support to improve attendance
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Parents supported to attend meetings in school time. Parent support worker works closely with parents to complete paperwork and support with accessing services. Parent support worker attends all Parents Evenings and mans an information/advice stand.	Parents knowledgeable about what is going on in school. Parents feel supported to be able to support their child at home.

All pupils able to access out of school learning opportunities and events, including residential trips.	Pupil's learning is enriched by attending out of school trips and events.
Pupils given support to work on EHCP targets and class targets to further their development. Percentage of EHCP targets achieved monitored through Annual Review process, and action plans created for all pupils who are on track for under achieving.	All pupils continue to make the same rate of progress as their peers and good progress towards their EHCP annual targets.  Action plans are created and points identified for any pupils not making expected progress within 2 terms of their annual target.  Action points are addressed.
Specialist Teacher support from Surrey Services, observations and advice on strategies to support pupils with behaviour and increasing engagement in their learning.	All pupils have identified approaches, strategies and behaviour plans to support learning in class and are making good progress.  Pupils are engaged in their learning throughout the school day and making at least good progress towards their targets.
Specialist equipment as required to support learning.	Pupils are engaged in their learning throughout the school day and making good progress towards their targets.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£6,055**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing coaching practices and culture. Staff are encouraged to share expertise, recognise and celebrate achievements of others. Staff encouraged to	<a href="https://scholar.google.co.uk/scholar?q=behaviour+support+to+improve+pupil+progress&amp;hl=en&amp;as_sdt=0&amp;as_vis=1&amp;oi=scholar">https://scholar.google.co.uk/scholar?q=behaviour+support+to+improve+pupil+progress&amp;hl=en&amp;as_sdt=0&amp;as_vis=1&amp;oi=scholar</a>  There is lots of evidence and research regarding the positive impact Coaching has	1, 2

<p>improve through a non-judging and supportive ethos</p> <p>Teachers engaging with coaching cycle and CPD training. Additional support Assistant time while teachers are peer observing and co-teaching. — for some pupils for swimming</p>	<p>on pupil outcomes. We will use Performance and Instructional Coaching to develop our practice.</p> <p>The report evidences that a focus on developing teacher well-being has a positive impact on pupil progress.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£10,000** (NTP additional £1233)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 6
<p>Metacognition and self-regulation. Enhancing the sensory regulation equipment available for PP pupils with enhanced sensory needs, including autism. We will also fund staff training.</p> <p>Enhancement of learning resources to ensure motivation for all pupils. Development of Maths and English resources. (Maths seeds, Reading eggs – this was a different budget)</p>	<p>We have observed that sensory equipment, resources and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs. It helps to improve overall engagement in learning tasks and increases achievement.</p> <p>The EEF have reported that Metacognition and self-regulation development has a very high impact for a very low cost, based on extensive research.</p>	1, 2, 3, 6

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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent support worker to develop relationships and work closely with families and teachers to support with any transport and attendance concerns. Issues addressed quickly to improve attendance. (some improvement and ongoing support)</p> <p>Parent support worker partly funded</p>	<p>The schools, students and teachers network (ssat) recommends that working together in partnership between school and home is effective in improving and addressing poor attendance.</p> <p><a href="https://www.ssaturk.co.uk/blog/working-together-to-improve-attendance/">https://www.ssaturk.co.uk/blog/working-together-to-improve-attendance/</a></p> <p>EEF provide evidence in support of parental involvement</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1, 2, 5, 6
<p>Visits and advice from a behaviour specialist to improve overall behaviour of pupils.</p> <p>Whole school CPD training and approach using Zones of regulation</p>	<p>We know that behaviour interventions seek to improve attainment by reducing challenging behaviour in school</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	3
<p>Purchase of an additional half day per week of Music Therapist</p>	<p>Through observations and case studies we have found Music Therapy effective in meeting pupils' communication, and social emotional needs.</p>	1, 2, 3
<p>Educational off site and onsite visits</p>	<p>Some of our pupils would not be able attend offsite learning opportunities without funding in place. Inclusive practice is vital.</p>	3, 4

**Total budgeted cost: £23,055**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

EHCP Outcome scores data for 2020 - 2021 showed that 29.3% of pupils in receipt of pupil premium achieved more than expected outcomes and 93.1% achieved expected outcomes. These figures only account for 12 pupils in the sample. There has been an improvement on the data from 2019-2020.

Our internal assessments during 2020/21 indicated that disadvantaged pupils outcomes were in line with expectations across the school.

We mitigated the impact on academic outcomes related to COVID by our resolution to maintain a high quality curriculum, even when pupils were not in school, via resources and every single pupil had a physical learning pack sent home with them. Those pupils who were disadvantaged were in attendance. However, it was challenging to provide differentiated support to our pupils online. Teachers worked hard to ensure daily virtual lessons. Equipment and laptops were sent home to pupils who required them and we surveyed parents to ensure that all pupils had access to the internet.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required. We also used funding to support pupils on their return to full time schooling where required.

### Externally provided programmes

Programme	Provider
Cycling	Wheels for All
Music Therapy	
Behaviour Intervention	Outreach SCC (Natasha Egan)