

Pupil premium strategy statement Woodlands School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	105
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2023/2024 Current year 2023-2024
Date this statement was published	December 2021 Updated September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sarah Smith & Rosie Clark, Headteachers
Pupil premium lead	Lorna Banfield
Governor / Trustee lead	Nicole Birrell & Judith Elliston

Funding overview

Detail	Expected Amount
Pupil premium funding allocation this academic year	£25,740
Recovery premium funding allocation this academic year	£34,166
National Tutoring Programme funding allocation this academic year included	£3172.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£63,078.50

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. Pupil premium eligible pupils are consistently achieving extremely well at Woodlands. 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 training and sharing expertise, and the purchase of appropriate and highly motivating resources to support learning. 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, and any whose progress becomes slower than their peers. 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 due to COVID. 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. Pupil needs are carefully considered to specify the individual approaches and strategies that will be required to overcome barriers to learning for each pupil and to ensure good progress is made.
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, well-being 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 in July 2024**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
For parents to be supported and feel able to take on an active role in their child's education, attending school events and meetings. For school to ensure positive and effective relationships and communication with parents, and support parents where needed with accessing other agencies and improving attendance	<ul style="list-style-type: none"> • Parents know who the Parent Support Worker (PSW) is and understand their role in supporting families and children. • Parents feel knowledgeable and supported to attend meetings and events in school time so that they feel part of the school community and make contributions to support their child's progress. • Parents feel supported to be able to support their child at home.

	<ul style="list-style-type: none"> • 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 receive support from school to improve their child's attendance – regular monitoring of attendance and specific interventions implemented that support improved attendance • Parent support worker attends inductions for new pupils and makes home visits. • Parents are supported with any communication difficulties
<p>To provide opportunities to access out of school learning opportunities and events, including residential trips and/or therapy to support and develop pupil well-being, enjoyment and engagement.</p>	<ul style="list-style-type: none"> • Pupil's learning is enriched by attending out of school visits and events. • Pupils access Music Therapy, increased enjoyment, engagement and well-being
<p>To continue to hold high expectations of pupil achievement and teacher performance, working on EHCP targets and curriculum targets to further their development. To continue to monitor individual and cohort pupil achievement, intervening promptly where any pupil may fall behind their peers. Identifying</p>	<ul style="list-style-type: none"> • All pupils continue to make the same rate of progress as their peers and at least good progress towards their EHCP annual targets. • Action plans created and points identified for any pupils not making expected progress within 2 terms of their annual target, and action points addressed. • Percentage of EHCP, and English and Maths targets achieved monitored through Annual Review process, and Annual Assessment analysis. • Action plans created for all pupils who are on track for under achieving in English and Maths and action points addressed. • Targeted small group or 1:1 interventions close the gap in performance • Relevant CPD provided and attended, ensuring consistency in using research based programmes and strategies that support and enable all pupils to continue to make the very best progress.
<p>To implement strategies following training, Specialist Teacher support from Surrey Services, including observations and</p>	<ul style="list-style-type: none"> • All pupils have identified approaches, strategies and behaviour plans to support

advice on strategies to support pupils with behaviour and increasing engagement in their learning.	<p>learning in class and are making good progress.</p> <ul style="list-style-type: none"> • Pupils are engaged in their learning throughout the school day and making at least good progress towards their targets.
To provide specialist equipment and resources as required to support learning across the curriculum and the implementation of specific strategies/programmes.	<ul style="list-style-type: none"> • Pupils are engaged in their learning throughout the school day and making at least good progress towards their targets. • According to evidence based research Teachers implement up to date strategies/programmes adapted for Woodlands pupils

Activity in this academic year

This details how we intended to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. This also includes the National Tutoring programme grant.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers and support staff engaging with Self-Reg and Intensive Interaction training. Resources purchased to support new approaches</p> <p>Staff encouraged to improve and share expertise through a non-judging and supportive ethos</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> <p>Self-Reg supports pupils' self-regulation development. Intensive Interaction supports the development of metacognition, where pupils with Autism are 'learning to learn'.</p>	1, 2, 3
<p>Classroom Assistant Phonics training for consistency across the school</p> <p>New Teacher Comprehensive Literacy and Little Wandle training.</p>	<p>The EEF have found that Phonics approaches have a high impact for a very low cost, based on very extensive evidence</p> <p>According to our pupil assessment data we know that since the implementation of the Comprehensive Literacy Programme pupils have generally made above expected pro-</p>	1, 2, 6

<p>Ongoing informal phonics training</p> <p>Additional support Assistant time while teachers/CAs are attending training</p> <p>Time for teachers to observe and develop practice to reduce within school variation (10 days)</p>	<p>gress in English. Pupils across the school already showing progress in Little Wandle Phonics programme.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£10,428.50** (including NTP £3172.50)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Pro-gramme for pupils whose education has been most impacted by the pandemic and those who have not made expected progress towards their EHCP, English or Maths targets. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p>Funding used for SNCA to cover while NTP tutor delivers interventions</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 6</p>
<p>Metacognition and self-regulation intervention support. Continue to enhance the sensory regulation programmes and equipment available for PP pupils with enhanced sensory needs, including autism</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>	<p>1, 2, 3, 6</p>

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

Budgeted cost: **£32,650**

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. Good communication developed. Issues addressed quickly to improve attendance.</p> <p>Parent support worker partly funded</p> <p>Transport funded where necessary</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. https://www.ssatuk.co.uk/blog/working-together-to-improve-attendance/</p> <p>EEF provide evidence in support of parental involvement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 2, 5, 6</p>
<p>Visits and advice from a behaviour specialist to improve overall behaviour of pupils.</p>	<p>We know that behaviour interventions seek to improve attainment by reducing challenging behaviour in school</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>3</p>
<p>Purchase of one day per week of Music Therapy</p>	<p>Through observations and case studies we have found Music Therapy effective in meeting pupils' communication, and social emotional needs. National Autistic Society have case studies on the impact</p> <p>https://www.autism.org.uk/advice-and-guidance/professional-practice/music-therapy</p>	<p>1, 2, 3</p>
<p>Educational off site and visits partly funded for disadvantaged pupils</p>	<p>Some of our pupils would not be able attend offsite learning opportunities without funding in place. Inclusive practice is vital.</p>	<p>3, 4</p>

Total budgeted cost: £63078.50

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 2022 to 2023 academic year.

EHCP Outcome scores data for 2022 - 2023 showed that there was a whole school improvement in achievement towards EHCP Annual Targets compared to data from 2021-2022. 32.8% of pupils in receipt of pupil premium achieved more than expected outcomes compared to 19.7% in 2021-2022. The whole school percentage was 24.2%. 97% of pupils in receipt of pupil premium achieved at least expected outcomes in 2022-2023 compared to 91.8% in 2021-2022. The whole school percentage was 98%. These figures account for 16 pupils in the sample. The data for the whole school.

Our internal assessments during 2022-2023 indicated that disadvantaged pupils' outcomes were in line with expectations across the school. Overall, the progress of pupils in receipt of pupil premium funding is slightly higher than the whole school data. In English, 95.2% of pupils in receipt of pupil premium made at least 20% progress and in Maths, 90.5% of pupils in receipt of pupil premium made 20% progress. The current 3 year strategy is proving effective, we will continue in 2023-2024 with our 3 year plan as intended.

We mitigated the impact on academic outcomes related to COVID during the previous academic years by our resolution to maintain a high quality curriculum, even when pupils were not in school. 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. We put in additional supports on an individual basis as required. 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
Music Therapy	IMM Music
Residential	Lea Green
Behaviour Intervention	Outreach SCC (Natasha Egan)
Comprehensive Literacy training	Jane Farrall Consultancy

SCERTS	SCERTS
Self-Reg	Self - Reg