

Pupil premium strategy statement Woodlands School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	106
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2023/2024 Current year 2022-2023
Date this statement was published	December 2021 (updated) September 2022
Date on which it will be reviewed	July 2023
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	£18,960
Recovery premium funding allocation this academic year	£30,452
National Tutoring Programme funding allocation this academic year included	£6345
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2400
Total budget for this academic year	£58,157

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. 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
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<p>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.</p>	<ul style="list-style-type: none"> • Parents know who the Parent Support Worker 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. • 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. • Parent support worker attends inductions for new pupils and 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. To support pupils to work 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.</p>	<ul style="list-style-type: none"> • All pupils continue to make the same rate of progress as their peers and 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

	<p>English and Maths and action points addressed.</p> <ul style="list-style-type: none"> • Targeted small group and 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.
To implement Specialist Teacher support from Surrey Services, including observations and advice on strategies to support pupils with behaviour and increasing engagement in their learning.	<ul style="list-style-type: none"> • 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.
To provide specialist equipment and resources as required to support learning across the curriculum.	<ul style="list-style-type: none"> • 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. This also includes the National Tutoring programme grant.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£18,157**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and support staff engaging with SCERTS and Intensive Interaction training. Additional support Assistant time while teachers are attending training	The EEF have reported that Metacognition and self-regulation development has a very high impact for a very low cost, based on extensive research. SCERTS supports pupils' self-regulation development. Intensive Interaction supports the development of metacognition,	1, 2, 3

Staff encouraged to improve and share expertise through a non-judging and supportive ethos	where pupils with Autism are 'learning to learn'.	
Teachers CPD for five day intensive Comprehensive Literacy Training and Phonics training for consistency across the school	The EEF have found that Phonics approaches have a high impact for a very low cost, based on very extensive evidence According to our pupil assessment data we know that since the implementation of the Comprehensive Literacy Programme pupils have generally made above expected progress in English.	1, 2, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£15,000** (including NTP £6400, £10240)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme 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. Funding used for SNCA to cover while NTP tutor delivers interventions	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 6
Metacognition and self-regulation. Continue to enhance the sensory regulation equipment available for PP pupils	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.	1, 2, 3, 6

with enhanced sensory needs, including autism	The EEF have reported that Metacognition and self-regulation development has a very high impact for a very low cost, based on extensive research.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£25,000**

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. 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.</p> <p>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>	1, 2, 5, 6
<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>	3
<p>Purchase of an additional 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.</p>	1, 2, 3
<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>	3, 4

Total budgeted cost: £58,157

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 2021 to 2022 academic year.

EHCP Outcome scores data for 2021 - 2022 showed that 19.7% of pupils in receipt of pupil premium achieved more than expected outcomes and 91.8% achieved expected outcomes. These figures only account for 14 pupils in the sample. Our internal assessments during 2021-2022 indicated that disadvantaged pupils' outcomes were in line with expectations across the school. In English, 95.8% of pupils in receipt of pupil premium made at least expected progress and in Maths, 100% of pupils in receipt of pupil premium made at least expected progress. This is slightly higher than the whole school data.

We mitigated the impact on academic outcomes related to COVID during the previous academic year (2020-2021) 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	IMM Music
Residential	Lea Green, High Ashurst
Behaviour Intervention	Outreach SCC (Natasha Egan)

