

Woodsetton Pupil premium strategy statement 2021 to 2022

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	Woodsetton
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	37.3% however FSM % is currently 40.2% as of Sept 2021
Academic year/years that our current pupil premium strategy plan covers	2021/2023
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Kate Beer
Pupil premium lead	Kate Beer
Governor / Trustee lead	Naomi Brookes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,110 (based on 37.3%)
Recovery premium funding allocation this academic year	£11,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62,130

Part A: Pupil premium strategy plan

Statement of intent

At Woodsetton, all members of staff and the governing board accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and will acquire skills and abilities to prepare them for the next phase of their education and finding employment as an adult.

Challenges

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

Challenge number	Detail of challenge: in-school barriers
1	Communication and Interaction – 58 of our pupils have a primary SEN need of Speech, Language and Communication, some of whom have an additional diagnosis of Autistic Spectrum Disorder. Support needed includes development of articulation, use of PECs/symbols, Makaton, development of social use of language.
2	Cognition and Learning – 20 of our pupils have cognition and learning difficulties ranging from severe to moderate needs. Many pupils also have difficulties with engagement, retention and application of learning. Support needed includes high staff to pupil ratio, personalised/ practical/ hands on curriculum, adapted equipment and resources, external agency support.
3	Social, Emotional and Mental Health – a number of our pupils require regular Tier 2 in school behaviour support whilst the majority require daily support with managing routine, expectations and emotion. Support needed includes high staff to pupil ratio, SLT behaviour lead, de-escalation strategies, EP support, Sycamore Behaviour Outreach, All About Me plans, behaviour plans, CPOMS behaviour tracking and guidance recommended by CAMHS.
4	Physical/Sensory – five of our pupils have significant physical disabilities including requiring daily assistance with movement around school due to their instability whilst walking. Others have hearing and visual impairments requiring specialised and adapted resources. A number of our pupils also have sensory processing difficulties which impact on their daily functioning. Support needed includes specialised small intervention classes with high staff to pupil ratio, external OT support, Physio support, sensory integration equipment etc

Challenge number	Detail of challenge: external barriers.
5	Access to and provision for external agency support including health and social care involvement.
6	Parental engagement and support.

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
<p>1: EHCP outcomes are fit for purpose and inform provision for all pupils. All staff understand the process, contribute effectively and deliver identified provision, evidencing individual progress.</p>	<p>All school staff fully understand the EHCP process and contribute effectively. EHCP outcomes are relevant and drive provision within school for individuals on a daily basis. Progress and evidence towards outcomes are tracked and used to inform next steps. Pupils are consulted and share their own views (where possible) and this is evidenced by examples of pupil voice effectively impacting on provision. Challenge is given to multi agency providers and the SEN team to ensure EHCPs reflect pupil need.</p>
<p>2: A comprehensive framework of curriculum opportunities is offered that are relevant to individual's stage of development.</p>	<p>Pupils are engaged and motivated by a stimulating curriculum which is relevant to individual's stage of development and underpinned by a range of SMSC opportunities. Pupils have a range of opportunities to learn outside of the classroom, allowing for application of skills. Current resources (including the school environment) are fit for purpose, appropriate to the current cohorts. Staff have increased opportunities to discuss, review and implement a range of pedagogical approaches relevant to all of our pupils' needs. All staff can contribute to evaluation and future planning and development of the curriculum. All staff are aware of planning expectations and their contribution towards this. Progress to individual pupil outcomes (linked to EHCP) is maximised.</p>

<p>3: A whole school approach is embedded which actively promotes and plans for the development of transferable skills across the curriculum, utilising appropriate progress measures.</p>	<p>All staff have a deeper knowledge and understanding of individual needs. Pupils are actively involved in all aspects of their learning, with an increased focus on application and problem solving. Monitoring demonstrates that pedagogy is embedded in classroom practice. Focused individualised plans identifying specific targets allow for the monitoring of small step progress.</p>
<p>4: Positive emotional well-being and mental health for pupils is promoted throughout school, encouraging self-regulation and behaviour management through a consistent school approach.</p>	<p>A comprehensive support and training package is in place for all staff in relation to behaviour support. Emotional well-being and mental health is delivered as an integral part of CPD at Woodsetton. Pupils are supported effectively to reduce challenging behaviour and engage fully in opportunities for learning and personal development, including use of sensory integration strategies.</p>

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 (including CPD, recruitment and retention)

Budgeted cost: £15,000

(cost of DHT release for coaching/mentoring of class leads + whole school and specific CPD identified)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching To ensure quality of teaching and learning for Pupil premium children is consistently good across the school and over time.</p>	<p>Improvements in quality first teaching have the greatest impact on pupils' progress.</p> <p>https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/</p> <p>https://www.suttontrust.com/research-paper/great-teaching/</p>	2,3
<p>MITA To review current skills of TAs and further develop support staff to improve outcomes for pupil premium children</p>	<p>Noticeable improvements in pupil outcomes can be made through the thoughtful use of existing resources, such as TAs, without significant additional expenditure.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	2,3

Targeted academic support (including one-to-one support, small group, structured interventions)

Budgeted cost: £40,000

(cost of x2 class leads and additional TAs – 2 additional classes created to enable smaller class sizes for targeted work with our most complex pupils; additional reading resources and further development of reading areas within classes and library area)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To maintain and improve outcomes for all pupils especially our more complex pupils	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/one-to-one-tuition#security Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/small-group-tuition	2,3
To raise the profile of and embed a culture of reading across the school	Targeted reading strategies on average, reading comprehension approaches deliver an additional six months' progress. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	2,3

Wider strategies (attendance, behaviour, wellbeing)

Budgeted cost: £7,130

(update and new staff training for MAPA, external support from Sycamore, additional staffing in Reception class (from Sept 2021)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory Integration Increased engagement and focus in learning for identified pupils by developing self-regulation strategies to support sensory processing difficulties.	Sensory environment does not just mean the physical environment in the school; it refers to the activities that pupils take part in and the interactions they have with staff and other pupils. https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf	1,4
Emotional Well-Being Increased positive emotional well-being for identified pupils by developing appropriate de-escalation and	Behaviour Interventions: 3 months' additional progress when successful. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/	1,4

<p>behaviour management responses and strategies</p> <p>Attendance</p> <p>To reduce the absence (& persistent absence) of our pupils.</p>	<p>Parental Engagement Strategies: 3 Months additional progress</p> <p>https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</p>	
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Total budgeted cost: £62,130

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.

Staff continued to review and incorporate most relevant and up to date information into annual review meetings. As a consequence, when EHCPs are updated appropriately by the SEN team, EHCP outcomes are fit for purpose and findings from annual reviews inform provision for all pupils. All staff understand the process, contribute effectively and deliver identified provision, evidencing individual progress.

Individual Learning Plans were introduced in 2020 so impact is still limited due to Covid-19 restrictions.

The curriculum continued to be reviewed and updated accordingly to meet current needs of pupils in light of significant changes to school population. Overviews are available for English, maths and topic (which includes a number of foundation subjects). Pupils working at generic levels focus learning on prime areas of learning as opposed to individual subject areas.

In response to Covid –19 restrictions, PE, music and Forest School opportunities were revised and adapted in line with the limitations of government guidelines.

Engagement activities took place throughout 2020-21 where pupils focused on application of key transferable skills together with opportunities to learn and develop life skills.

A whole school teaching and learning approach continued to be embedded which actively promoted and planned for the development of transferable skills across the curriculum, utilising appropriate progress measures.

Key language, communication and maths skills were further embedded across the curriculum including topic based and Forest School activities.

Positive emotional well-being and mental health for pupils was promoted throughout school, encouraging self-regulation and behaviour management through a consistent school approach.

Behaviour management strategies continued to be embedded in line with whole staff MAPA training. This together with PSHE activities and promoting pupil well-being continued to support and further consolidate behaviour management strategies during 2020-21.