

Woodsetton School Statement of Strategy for Targeted Funding (Deprivation Pupil Premium Funding (DPP))

1. Summary information					
School	Woodsetton School			Type of SEN (eg.PMLD/SLD/MLD etc.)	MLD/ASD/SLCN
Academic Year	2018/19	Total PP budget	£53,780	Date of most recent PP Review	
Total number of pupils	108	Number of pupils eligible for PP	40	Date for next internal review of this strategy	July 2019

2. Current attainment
<p>All pupils at Woodsetton School have a diagnosed level of special educational needs or disabilities and thus all have an Education Health Care Plan in place. This plan clearly outlines individual strengths, needs and barriers, outcomes and provision. These are used as working documents to ensure day to day practice in classrooms is personalised and relevant. Annual reviews of EHC plans are conducted in school.</p> <p>In addition, Woodsetton School use the Dudley Agreed Progression and Attainment (DAPA) assessment package to set individual stranded targets and track academic progress in English, Maths and Science. This data is inputted termly and analysis carried out by the DHT. Measuring What Matters meetings are held half-termly with all teachers.</p>

3. Barriers to future attainment	
Individual barriers to learning are clearly documented in each pupils EHC plan and All About Me profile which are used by all class staff. These may include barriers within all areas of the plan including health/physical difficulties and social care.	
In-school barriers	
A.	Communication and Interaction – 34% of our pupils have a primary SEN need of Speech, Language and Communication, with a further 22% with a diagnosis of Autistic Spectrum Disorder. Support needed includes development of articulation, use of PECs/symbols, Makaton, development of social use of language.
B.	Cognition and Learning – 100% of our pupils have cognition and learning difficulties ranging from severe to moderate needs. Many pupils also have difficulties with engagement and application of learning. Support needed includes high staff to pupil ratio, practical/hands on curriculum, adapted equipment and resources, external agency support
C.	Social, Emotional and Mental Health – 10% of our pupils require regular Tier 2 in school behaviour support. A much larger number require daily support with managing routine, expectations and emotion. Support needed includes high staff to pupil ratio, SLT behaviour lead, Teamteach training, EP support, Sycamore Behaviour Outreach, CPOMS behaviour tracking
D.	Physical/Sensory – 3% of our pupils have significant physical disabilities including requiring daily hoisting and moving and handling. Approximately 30% of our pupils have sensory processing difficulties which impact on their daily functioning. Support needed includes high staff to pupil ratio, moving and handling training, external OT support, sensory integration equipment
External barriers	
D.	Access to and provision for external agency support including health and social care involvement.
E.	Parental engagement and support.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	EHCP outcomes (focus on Communication and Interaction) 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>All school staff understand the EHCP process and contribute effectively. EHCP outcomes are relevant and drive provision within school for individuals, on a day to day basis.</p> <p>Progress and evidence towards outcomes are tracked and used to inform next steps.</p> <p>Pupils are consulted and can articulate and share their own views, evidenced by examples of pupil voice effectively impacting on provision.</p> <p>Challenge is given to multi agency providers and the SEN team to ensure EHCP reflect pupil need.</p>
B.	A comprehensive framework of curriculum opportunities is offered that are relevant to individuals' stage of development.	<p>Pupils are engaged and motivated by a stimulating curriculum which is relevant to individuals' stage of development and underpinned by a range of SMSC opportunities.</p> <p>Pupils have a range of opportunities to learn outside of the classroom, allowing for application of skills.</p> <p>Current resources (including the school environment) are fit for purpose, appropriate to the current cohort.</p> <p>Staff have increased opportunities to discuss, review and implement a range of pedagogy approaches relevant to pupil's needs.</p> <p>All staff can contribute to evaluation and future planning of current curriculum foci.</p> <p>All staff are aware of planning expectations and their contribution towards this.</p> <p>Progress to individual pupil outcomes (linked to EHCP) is maximised.</p>
C.	A whole school approach is embedded which actively promotes and plans for the development of transferable learning to learn skills across the curriculum, utilising appropriate progress measures.	<p>All staff have a deeper knowledge and understanding of the term 'Learning to Learn'.</p> <p>Pupils are actively involved in all aspects of their learning, with an increased focus on application and problem solving.</p> <p>Monitoring demonstrates that the language of 'Learning to Learning' is embedded in classroom practice.</p> <p>Focused Personal Provision Plan (PPP) targets allow for the monitoring of small step progress.</p>
D.	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>School values and rights are embedded and understood across the school.</p> <p>A comprehensive support and training package for all staff in relation to behaviour support, emotional well-being and mental health is delivered as an integral part of CPD at Woodsetton.</p> <p>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>

5. Planned expenditure

Academic year

2018-19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Communication Total communication environment is evident across school, allowing pupils to have a voice.	Purchase of In Print software and resourcing Further training and implementation of PECs/Makaton	A large percentage of our pupils have communication barriers to learning – it is essential that the school environment and provision we offer enables pupils to develop an effective communication system.	School learning walks Monitoring of classroom provision including planning and evidencing trawls All About Me pupil profiles Pupil/parent conferencing	JC	Half termly
Outdoor Learning Increased access to the outdoors including the Forest School area, allows for development of real-world application skills and characteristics of effective.	Class visits Development of forest school area Level 3 forest school training	We already have a forest school area in place that pupils enjoy to access. However, this is not used to its full potential and staff do not currently have the skills to develop it further.	Monitoring of classroom provision including planning and evidencing trawls School curriculum documentation Pupil/staff conferencing	PG	Half termly
Communication including In Print software					£3,000
Development of forest school including Level 3 training					£5,000
Quality of teaching for all Total budgeted cost					£6,800

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Sensory Integration/Diet Increased engagement and focus in learning for identified pupils by developing self-regulation strategies to support sensory processing difficulties.	External OT staff training Purchase of sensory integration resources Development of sensory diets	Engagement and focus are fundamental aspects of successful teaching and learning – as a school we have a growing number of pupils with complex ASD who find these skills difficult, especially within the traditional classroom setting.	Monitoring of classroom provision including planning and evidence trawls Pupil/staff conferencing Measuring What Matters meetings Weekly TAC meetings	JC/SA/ KB	Monthly in line with SDP review

Emotional Well-Being Increased positive emotional well-being for identified pupils by developing appropriate behaviour management responses and strategies.	Introduction and development of TeamTeach behaviour approach External EP support External behaviour outreach support Introduction of CPOMS behaviour recording	There is no consistent behaviour management strategy in school. It is recognised that the school has a changing population and thus needs to develop a whole school behaviour approach. The school took part in the Diana Award during last year 17-18 and have established anti-bullying ambassadors.	Monitoring of classroom provision and approach Behaviour reporting analysis Pupil/staff conferencing Feedback/advice from external agencies	CH	Monthly in line with SDP review Individual pupil case studies reviewed in line with behaviour analysis
Individual Outcomes Demonstrable progress made in identified individual pupil outcomes	Focused 1:1/small group	A large percentage of our pupils find working in busy classroom environments a distraction. Retention of knowledge and skills over a period is also difficult.	Pupil progress data Measuring What Matters meetings	KB	Ongoing Half termly in line with meetings
Sensory Equipment and training					£10,000
Dudley Educational Psychology Service					£3,000
Sycamore Behaviour Outreach Support					£3,300
Staffing for 1:1/small group intervention					£20,000
Targeted support Total budgeted cost					£36,300
iii. Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Curriculum Enrichment Curriculum framework offered is stimulating and gives pupils varied opportunities which inspire and boost resilience.	Enrichment opportunities 101 Things to Do DPA Music Lessons	The school has recently reviewed its curriculum offer and is currently rewriting whole school topic plans to offer pupils a stimulating curriculum which is relevant to individuals' stage of development and underpinned by a range of SMSC opps.	Whole school curriculum planning and documentation Pupil conferencing	RC/PG	Monthly in line with SDP review
Curriculum enrichment including DPA					£10,000
Other approaches (including links to personal, social and emotional wellbeing) Total budgeted cost					£10,000
Total Spend					£53,100

6. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Review	Lessons learned (and whether you will continue with this approach)	Cost
<p>Communication Total communication environment is evident across school, allowing pupils to have a voice.</p>	<p>Purchase of In Print software and resourcing Further training and implementation of PECs/Makaton</p>	<p>In Print software has been purchased and is used widely across school to support structure, routine and individual teaching and learning. Whole school PEC's overview training delivered to ensure staff awareness. Identified staff have received further PECs support and have visited other special school settings. Lesson observations demonstrate increased use and focus on symbols to support communication. School have registered to become a Rights Respecting School and CL has visited other settings to look at the process. Impact Pupils have a developing understanding of key vocabulary and are able to make informed choices using their chosen communication system. Evidence Pupil evidence books, lesson observation feedback, class displays, All About Me documents, EHC plans</p>	<p>Further ongoing training needed to support staff competence and confidence in using Makaton. Rights Respecting working party to be established – focus on Bronze award.</p>	<p>£3750 Software Resources Teacher release costs Rights Respecting Registration</p>
<p>Outdoor Learning Increased access to the outdoors including the Forest School area, allows for development of real-world application skills and characteristics of effective learning.</p>	<p>Educational visits Development of forest school area Level 3 forest school training</p>	<p>PG has visited other forest school settings to develop his understanding and to share good practice. A forest school code of conduct and risk assessment has been completed. A range of teaching resources have been collated. A willow archway has been installed in preparation for the development of a story telling area. Class teachers have utilised topics and themes to support learning outside of the classroom including whole school visit to Twycross Zoo and individual class visits to Dudley Zoo and the Think Tank. Pupils have accessed both the Sycamore Adventure Centre and the E-Zone throughout the year. CH with the support of Sycamore Behaviour Support has developed lunchtime staff's confidence and competence in engaging with pupils. The school council have completed an outdoor project focused on the development of one of the zones. 'Musical Waters' was opened during the Summer term. Impact Pupils have increased opportunity to apply knowledge, skills and understanding in a range of real world contexts. Pupils have increased opportunity to develop CoEL/Thinking Skills. Evidence Lesson planning, pupil evidence books, pupil conferencing, feedback from Sycamore Behaviour Support, feedback from Governors</p>	<p>Level 3 forest school training has not taken place. Teacher joining the school in September 2019 is already trained.</p>	<p>£3000 Teacher release costs Willow Arch Visits and associated costs Musical Waters equipment</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Review	Lessons learned (and whether you will continue with this approach)	Cost
<p>Sensory Integration/Diet Increased engagement and focus in learning for identified pupils by developing self-regulation strategies to support sensory processing difficulties.</p>	<p>External OT staff training Purchase of sensory integration resources Development of sensory diets</p>	<p>School have continued to work with the NHS OT based within school. This has also been supplemented by training provided by external OT, Lucy Wheeler. Identified children have sensory diet plans in place and resources/equipment have been purchased accordingly allowing them to access their learning in a calmer way. Such plans have been successfully incorporated into EHC plans. SLT have focused on enabling environments and areas around school have been used to support children with self-regulation e.g. sensory fish tank.</p> <p>Impact Identified pupils have a sensory diet plan in place which is used daily to support self-regulation. Increased staff understanding and awareness of the importance of enabling environments.</p> <p>Evidence All About Me documents, EHC plans, sensory diet plans, behaviour incident records, feedback from EP</p>	<p>There are ongoing discussions around the possible installation of a sensory room in school. Further investigation into suitability/cost has been requested by the governing body.</p>	<p>£7800 Fish tank Individual resources/equipment External OT training</p>
<p>Emotional Well-Being Increased positive emotional well-being for identified pupils by developing appropriate behaviour management responses and strategies.</p>	<p>Introduction and development of TeamTeach behaviour approach External EP support External behaviour outreach support Introduction of CPOMS behaviour recording</p>	<p>CH has led on the introduction of a new behaviour management system within school. All staff have received Attachment, De-Escalation (Sycamore Behaviour Support) and ASD Awareness (Autism West Midlands) training. There is currently a rolling programme of Team Teach training. School have purchased the CPOMS system and this is used by staff to record incidents of behaviour. Monthly analysis is carried out and interventions put into place where needed. 4 pupils have required 1:1 or 2:1 funding this year. Michelle Perry-Springer (Dudley EP) has supported the school in looking at strategies for individual pupils. She has also supported staff in looking at the environment.</p> <p>Impact Identified pupils have a behaviour plan in place which details strategies to support their emotional well-being and promote appropriate behaviour responses. Identified pupils have received an increase in funding to ensure appropriate staffing provision.</p> <p>Evidence Behaviour plans, All About Me documents, EHC plans, feedback from EP</p>	<p>Team Teach rolling programme needs to be embedded in 19/20. Ongoing liaison with and support from the SEN team/LA with funding for complex children.</p>	<p>£20,000 CPOMS Sycamore Behaviour Support Dudley EP Service Autism West Midlands 1:1 staffing Teacher class release time</p>

<p>Individual Outcomes Demonstrable progress made in identified individual pupil outcomes.</p>	<p>Focused 1:1/small group</p>	<p>Additional staffing has been placed into Caterpillar and Hedgehog class to support small group/focused 1:1 provision. This has enabled class teachers to look in greater detail at individual outcomes as identified in EHC plans and to ensure daily provision meets needs.</p> <p>Impact Caterpillar class have developed their sensory curriculum for an identified group of pupils, enabling greater engagement. Hedgehog class have worked to increase focus, attention and independence. They have introduced the TEACHH tray system and programmes such as PECs and Food Therapy.</p> <p>Evidence Lesson planning, pupil evidence books/Tapestry observations, EHC plans, end of year reports, WOW moments</p>	<p>Due to the increased demands in class, school have been unable to run as many out of class interventions. This is something that needs to be addressed during 19/20.</p>	<p>£17,130 Contribution towards TA costs Teaching resources Furniture</p>
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iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	Review	Lessons learned (and whether you will continue with this approach)	Cost
<p>Curriculum Enrichment Curriculum framework offered is stimulating and gives pupils varied opportunities which inspire and boost resilience.</p>	<p>Enrichment opportunities 101 Things to Do DPA Music Lessons</p>	<p>BC has developed the school thematic curriculum and this has been reviewed by all staff in June 2019. CL has developed the 101 Things to Do alongside the school council representatives. Teachers have utilised topics and events to provide enrichment opportunities in school. This has included The Animal Man, Circus Theme Day, bread and pizza making, A programme of family learning sessions including stay and play, Poppy workshop and Easter crafts have been delivered.</p> <p>Whole class and small group music lessons have been provided by Dudley DPA. Identified classes have been given the opportunity to learn to play the ukulele and drums. Identified pupils have taken part in violin lessons.</p> <p>Impact Pupils have increased opportunity to apply knowledge, skills and understanding in a range of real world contexts. Pupils have increased opportunity to develop CoEL/Thinking Skills.</p> <p>Evidence Pupil conferencing, end of year reports, EHC plans</p>		<p>£2100 DPA Music Lessons</p>

7. Additional detail

Annex 1 School Development Plan 2018-19