

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

1. Summary information					
<b>School</b>	Woodsetton School			<b>Type of SEN (eg.PMLD/SLD/MLD etc.)</b>	MLD/ASD/SLCN
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£59,400	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	103	<b>Number of pupils eligible for PP</b>	45	<b>Date for next internal review of this strategy</b>	July 2020

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 Attainment and Progress Assessment (DAPA) 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 Acting Headteacher. Pupil progress 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	
<b>A.</b>	Communication and Interaction – 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.
<b>B.</b>	Cognition and Learning – All 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
<b>C.</b>	Social, Emotional and Mental Health – some 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, de-escalation strategies, EP support, Sycamore Behaviour Outreach, “All about me” plans, Behaviour plans, CPOMS behaviour tracking and guidance recommended by CAMHS
<b>D.</b>	Physical/Sensory – Some of our pupils have significant physical disabilities including requiring daily hoisting and moving and handling. About a third 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, Physio support, sensory integration equipment
External barriers	
<b>D.</b>	Access to and provision for external agency support including health and social care involvement.
<b>E.</b>	Parental engagement and support.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>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 share their own views (where possible) and this is 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>B.</b>	A comprehensive framework of curriculum opportunities is offered that are relevant to individual's stage of development.	<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.</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 pedagogical approaches relevant to all pupils' needs.</p> <p>All staff can contribute to evaluation and future planning and development of the curriculum.</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>
<b>C.</b>	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>All staff have a deeper knowledge and understanding of individual needs.</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 pedagogy is embedded in classroom practice.</p> <p>Focused individualised plans identifying specific targets allow for the monitoring of small step progress.</p>
<b>D.</b>	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>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		2019 - 2020			
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.					
<b>i. Quality of teaching for all</b>					
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?
<b>Quality first teaching</b> To ensure quality of teaching and learning for Pupil premium children is consistently good across the school and over time	Development of staff at all levels – TAs, NQTs, experienced CTs and SLT	All of our pupils have significant and individualised barriers to learning – it is essential that quality of teaching is adapted to meet individual pupil needs and that the school provision we offer enables pupils to make swift and effective progress.	CPD School learning walks Monitoring of classroom provision including planning and book trawls All About Me pupil profiles Pupil/parent conferencing	KB	Half termly
<b>MITA</b> To review current skills of TAs and further develop support staff to improve outcomes for Pupil premium children	Self review of TAs MITA programme Review of deployment and effectiveness of TAs	We already have a strong TA team however this is constantly needing to be reviewed in light of our changing school population. Required skills to meet pupil needs are continually changing and need to be revised. This will enable our TAs to provide quality support in class and deliver pupil specific interventions.	TAs are fully aware of reason for review and actively partake in any CPD opportunities/ requirements. Teachers have an increased awareness of TA capability and deploy them effectively within class/for specific interventions.	KB/SIP	Half termly
<b>Quality first teaching</b>					£15,000
<b>MITA</b>					£5,400
<b>Quality of teaching for all Total budgeted cost</b>					£20,400
<b>ii. Targeted support</b>					
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?
<b>Sensory Integration/Diet</b> 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 Pupil/staff conferencing Sensory equipment available is used effectively to de-escalate and help pupils self-regulate / stay calm	KB	Half termly

<b>Emotional Well-Being</b> Increased positive emotional well-being for identified pupils by developing appropriate de-escalation and behaviour management responses and strategies.	Further development and training of MAPA behaviour approach External EP support External behaviour outreach support Whole school training	A larger number of our children require daily support with managing routine, expectations and emotion. It is also recognised that the school has a changing population and thus needs to further develop its behaviour strategies and support de-escalation as / when needed.	Monitoring of classroom provision and approach Behaviour reporting analysis Pupil/staff conferencing Feedback/advice from external agencies	CH	Individual pupil case studies reviewed in line with behaviour analysis Half termly
<b>Interventions and individual outcomes</b> 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 challenging. Retention of knowledge and skills is also difficult over time. Intervention work historically has had significant positive impact of pupils' learning and rates of progress.	Pupil progress data / meetings Intervention impact and discussions with staff/pupils	KB	Ongoing Half termly
Sensory Integration/Diet					£5,000
Emotional Well-Being – including MAPA training					£4,000
Interventions and individual outcomes					£25,000
<b>Targeted support Total budgeted cost</b>					£34,000
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Curriculum</b> Curriculum is ambitious and designed to give pupil premium pupils opportunities, responsibilities and experiences that will prepare them for later life.	Review and refine curriculum to ensure it meets needs of children and is progressive across the school. Enrichment opportunities	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 opportunities.	Whole school curriculum planning and documentation Pupil conferencing Enrichment opportunities will be reviewed and all skills within the staffing to be used effectively	KB	Ongoing Half termly
Curriculum development and enrichment					£5,000
<b>Targeted support Total budgeted cost</b>					£5,000
<b>Total Pupil Premium Spend</b>					£59, 400