

Woodlands Secondary School - Pupil premium strategy statement

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	Woodlands Secondary School
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 2022
Date on which it will be reviewed	November 2024
Statement authorised by	Sandra Clarke
Pupil premium lead	Caroline Lowry
Governor lead	Steve Gibbs

Funding overview

Detail	Amount 2021 - 2022	Amount 2022 - 2023	Amount 2023 - 2024
Pupil premium funding allocation this academic year	£94,975	£95,822	
School Led Tutoring allocation for this academic year	£39,045	£38,018	
Recovery premium funding allocation this academic year	£0	26,082	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£ 0	
Total budget for this academic year	£134,020	£159,922	

Part A: Pupil premium strategy plan

Statement of intent

Woodlands Secondary School is a secondary aged special school which serves children with severe or profound and multiple learning disabilities. All of the students at Woodlands Secondary School have an EHCP plan.

It is these learning disabilities that are the primary barrier to progress and achievement that we must support our students to overcome. Progress data shows that those students entitled to the PPG make the same or better progress than their peers.

Our approach is designed to ensure that we are able to provide an education that is tailored to the educational requirements of individual students.

Outcomes may not directly relate to academic achievement e.g. in English and Maths as within a mainstream environment; they may not always be measurable via attainment.

For some of our students we identify that outcomes and therefore progress can be related to communication, emotional literacy, behaviour support, personal or physical development or wellbeing, for example.

We do see variance in outcomes for disadvantaged pupils across the school, when compared to their peers across the school, particularly in terms of:

- Progression to post school provision
- Employability
- Social opportunities
- Mental health and wellbeing

We are committed to ensuring the best possible outcomes for all our students as part of our mission to empower children and young people with the skills and attributes they need to become successful adults.

At the heart of our approach is high quality teaching that focuses on areas that students require it most, targeted support and differentiation based on assessment of need and helping students to access a broad, balanced, relevant and functional curriculum which promotes independence.

Although our strategy is focused on the needs of disadvantaged students, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged students will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged students with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further education and post school guidance is available to all.

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	Communication skills Assessment data for 2020 – 2021 indicated that students made less progress with their communication skills than other assessed areas of the curriculum. This will have been compounded by the periods of lockdown when students have not been in school with their peers and staff.
2	Functional Literacy and Numeracy skills Following the pandemic Functional skills results for 2021 were lower than previous years – partly due to the difficulties in delivering the curriculum scheme of work during lockdowns.
3	Personal development and safety Our assessments, observations and discussions with students and families indicate that students with learning difficulties have greater difficulties than others in terms of looking after their wellbeing and keeping themselves safe.
4	Personal Development - life skills Our observations indicate that disadvantaged students often require additional support to develop personal life skills, e.g., independent travel, meal preparation, etc.
5	Information, Advice and Guidance Destinations data for leavers in 2020 and 2021 indicates that our students have been significantly disadvantaged when they have left school. Fewer students are accessing 5 day packages and for those who move to a social care setting alone, their 'deal' has been significantly affected.
6	Employability The pandemic has significantly impacted upon opportunities for students to access external work experience placements, although some placements did take place in summer 2021. With some of Y11 students moving to college for FE provision – aim to provide them with external work experience placements.
7	Ventilation Several areas of the school have been identified as having poor ventilation (by data collected via CO2 monitors). The pandemic has highlighted the need for spaces (learning spaces) to be appropriately ventilated to keep everyone safe and well and therefore in a place where they can learn.

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.

		Year 1	Year 2		Year 3	
Intended outcome	Success criteria	Update June 2022	September 2022	Update June 2023	September 2023	Update June 2023
Communication Skills Students will make good progress with their independent expressive communication skills	Individual students will have made progress against their target tracker priorities. Progress data will be at least comparable to progress in literacy and Numeracy EHCP reports and target trackers will indicate progress for students in terms of increased independence/ proactivity in expressive communication skills.	Progress was evidenced in 87% of all Communication & Interaction targets across the whole school.	The SLD English curriculum will be updated by Easter 2023. This will include new schemes of work (SOW) for Speaking and Listening that closely link to the Looking at Learning assessment framework so progress can be captured and monitored. PMLD, Provisions and Pathways student progress will be captured on Earwig.			
Functional Literacy and Numeracy Students will be more independent in applying their functional literacy and numeracy skills	Students will achieve/ exceed their predicted grades in terms of their Functional Literacy/ Numeracy achievements. Students not entered for NCFE Functional Skills	There has been a significant increase in students achieving their Entry Level 1 certification in all three subjects.	A new Maths curriculum has been rolled out (November 2022) that incorporates immersive maths and functional skills.			

in a range of settings.	qualifications will achieve well in their OCR life and living skills qualifications. Progress will be evidenced in target trackers for all students. Learning walks and observations will provide evidence of students applying their functional literacy and numeracy skills.	2020-21 Maths 1 student achieved Entry Level 1 1 student achieved Entry Level 2 English 1 student achieved Entry Level 2 ICT 1 student achieved Entry Level 1 2 student achieved Entry Level 2 2021- 22 Maths 12 students achieved Entry Level 1 2 students achieved Entry Level 2 English 5 students achieved Entry Level 1 ICT 13 students achieved Entry Level 1 3 students achieved Entry Level 2	The Maths assessment framework has been updated in order to capture students' progress in these areas. The English curriculum is being updated and will be rolled out by Easter 2023. The learning walk and lesson observation focus for 2022 – 2023 will be English and Maths lessons with a focus on students applying functional literacy and numeracy skills in lessons.			
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		All students in Year 11 and year 13 were entered for their OCR Life and Living Skills accreditation achieved certification.				
Personal Development - Safety and wellbeing Students will have a greater understanding of RSE, consent and how to build positive relationships and how to seek help, if required. Students will be able to identify activities and practices that will support them to improve/ maintain their emotional and physical wellbeing – within and beyond school	Behavioural incidents, in particular peer on peer child on child incidents in the SLD departments will reduce over time. EHCP reports and target trackers will evidence student understanding and application. EHCP reports and target trackers will evidence student abilities to do this. Preparation for adulthood work, including student views for post school transition will reflect student voice in this area.	We started recording child on child incidents in September 2021 and therefore do not have previous years to compare with. Staff received safeguarding training on child on child abuse and the correct procedures for reporting. As a result of this, staff are now reporting correctly on CPOMS. Staff received RSE training in 2021 in preparation for the new RSE SOW. The RSE SOW has been paused whilst the RSE policy is updated.	Behaviour data from CPOMs will be analysed and child on child incidents will be compared with the previous years data. We would expect to see a decrease in incidents once RSE resumes. RSE will re start in Spring 1. The college link courses now includes year 11 students to ensure they are able to make an informed decision about their future. The work experience programme is being extended to year 11 students in Summer 23.			
Personal Development – Life Skills	EHCP reports and target trackers will evidence	Target tracker data shows that students met or part met their targets:	The Life skills assessment framework will be implemented in Spring			

Students will be more independent and safe when shopping, preparing simple snacks and meals and when travelling in the community.	progress made by students in these areas.	Cognition and Learning - 90% Communication and Interaction - 87% Social and Emotional – 79% Sensory and Physical – 86% The data does not tell us what students had life skills set as a target.	2023 to track students' progress in these areas.			
Information, Advice and Guidance Families will be empowered to better support their children and young people through the Transition to Adulthood process Students will be better empowered to express their views and aspirations regarding their post school plans.	Decisions about leaving Woodlands and post school provision will be informed by student voice and choice Parents will be empowered to engage with professionals about their young people's futures. Every Post 16/Post 18 leaver will have secured a suitable post school provision before they leave the school. Placements will support students to be well positioned to achieve their aspirations for adulthood.	Work is currently underway in KS4 to capture students' voice re post school provision. Teachers in KS4 and FE received MCA training in 2022. This will lead to increased staff confidence when supporting students Woodlands School facilitated a post 16 providers meeting for parents with SENAT in Summer 2022.				

Employability All students in our FE department will be able to access at least one external work experience block placement in an area of interest. All KS4 students (for who it is appropriate) will access internal work experience. Identified students in KS4 will access external work experience placements in an area of interest.	The identified cohort will all successfully engage in an external work experience block and use the experience gained to express their views re. their post school education and aspirations	The majority of the identified co-hort engaged in external work experience in 2022. It is anticipated that all of the identified cohort will engage in external work experience in summer 2023.	Identified students in KS4 will access appropriate work experience placements in an area of interest.			
Ventilation All learning spaces will be well ventilated	CO2 monitors will indicate that spaces are suitably ventilated.	CO2 monitors were purchased and all spaces are now suitably ventilated.				

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

Budgeted cost: £ [£18.500] **Current: £1500**

			Year 1	Year 2		Year 3	
Activity	Evidence that supports this approach	Challenge number(s) addressed	Update June 2022	September 2022	Update June 2023	September 2023	Update June 2023
RSE training Initial training January 2022 15 teachers (SLD) - £1500	National Research indicates that teachers have very little training in RSE in their initial teacher training programmes. Confidence is an issue for teachers delivering the subject in many settings; at WSS there are additional considerations i.e how to deliver the curriculum to learners with SEN and in an appropriate way for our school community – ensuring cultural and religious sensitivity	3	Initial RSE training went ahead in January Further in house training sessions have since been delivered to ensure staff are confident when delivering the RSE curriculum. Cost £1500	RSE curriculum paused. RSE policy to be updated. Expected date to restart Spring 2023.			

SLD Numeracy training Initial training June 2021 £1500	Learning walks in 2021 identified the need to work with teachers to develop subject knowledge, in particular the language of maths.	2	Training postponed until Autumn 2022 Cost £0	Training was delivered to SLD in November 2022 during x1 teachers meeting and November training day. The Maths SOW are now complete and being used by all SLD teachers. The Maths assessment framework will be updated ready for use in January 2023			
Behaviour and Autism training (Pathways and BASE) £500	In order to equip the Pathways and BASE teams, training in autism and behaviour have been identified as key to supporting staff working with this cohort of students.	1, 3	Behaviour training for the Pathways Department went ahead in January using in house Team Teach trainers. No money was spent. Cost £0	A behaviour training plan will be implemented in 2022-23. Regular behaviour training will be delivered to all Pathways and Provisions staff on a half termly basis. This will be delivered by the Team Teach trainers.			

				Team Teach / behaviour drop in sessions will be held on two occasions every half term and led by the Team Teach trainers.			
Updating reading books and other reading materials for students. £7000	Deep Dive from the LA SIA identified good practice across the school. SIA recommended audit of reading materials and investment in	2	The order did not get placed due to the English curriculum being revised in 2022-23 Cost £0	The English curriculum will be updated. New reading books will be purchased to go alongside the curriculum. This will be rolled out in Summer 223.			
Updated maths resources £2400	Learning walks 2021 and Dept Leader development plans indicated the need to update resources for the teaching of maths.	2	The order did not get placed due to the new Maths curriculum roll out being delayed. The order will be placed in 2022-23 . Cost £0	Department Leaders will place an order in Autumn 2 . The resources will be catalogued and organised ready for roll out in Jan 2023.			

Targeted academic support

Budgeted cost: £ [59,075] **Current: £117,707**

			Year 1	Year 2		Year 3	
Activity	Evidence that supports this approach	Challenge number(s) addressed	Update June 2022	September 2022	Update June 2023	September 2023	Update June 2023
Communication focus School Led Tutoring Maria Sexton X 2 days per week £10,000 School led tutoring – 70% PPG – 30% = £3000	The government has invested in the tutor led support programmes to support students who have missed out on learning due to the pandemic in order to catch up on the areas of learning that they have missed out on. Communication was the area identified, through the data where students had made less progress.	1,3	Maria continues to deliver communication focused sessions across the school. Cost SLT £9975 PP £3325	Maria will continue to deliver communication focused sessions across the school. PP students that have been identified as needing additional support with communication will be prioritised. (teacher discussion, target tracker data and SOLAR data will inform if additional support is required)			
Functional Literacy and Numeracy Focus	As above Supporting students to develop their literacy	2	Sally has delivered literacy and numeracy focused				

School Led Tutoring Sally West X 1 day per week £5250 School led tutoring – 70% PPG – 30% = £1575	and numeracy skills promotes the development of their independent learning skills. If students cannot read, they are reliant on an adult to support them; if they develop reading skills, in particular comprehension skills, they become less reliant on others and can do more for themselves.		interventions this academic year. These sessions have ceased. Cost £1575				
Focussed PSHE sessions (RSE) Kerry Rees X 2 days per week £10,000	SEN students are more vulnerable than their mainstream peers. They are at greater risk of abuse from others. Supporting students about puberty, relationships, public/private, consent, etc will support them to make informed decisions about their relationships and their physical and emotional wellbeing.	3	Kerry has delivered PSHE focused sessions to students in the SLD department this academic year. Cost £8187 Going forward, all PSHE lessons will be teacher led.				
Part fund Family worker salary £25,000	In order to empower students and families regarding their rights and the processes involved in transition,	5	We have employed a part time family workers assistant to support with family engagement.				

	they need to be provided with information, advice and guidance. To do this we need to build relationships with families and facilitate accessible opportunities to convey information e.g. coffee mornings with SENDIAS, Transitions Team, etc.		The family work assistant has increased parental engagement in coffee mornings Cost £44,157				
Translation services for EHCP and transition meetings £725	62% of our students come from families where English is not the primary language. Provision of appropriate translation/interpreting services should facilitate families the best opportunity to understand their rights and the processes to be followed.	5	We have continued to use the translation service to support families during meetings. Cost £725	We will continue to use the translation service. Engagement in EHCP will be tracked to and compared to the previous year to see if attendance has increased.			
Part salary School counsellor £7,000	Supporting students to express themselves and to develop strategies to regulate their emotions and behaviours in different contexts.	1, 3	Our school counsellors saw students from the Provisions, and SLD departments. They had both left post by Jan 2022. We recruited a new counsellor that started in September 2022.	The counsellor will continue to work with students from the SLD department and provisions.			

			Cost £0				
Part salary School Led Tutoring Alison Dear – targeted communication work £7,000	Specialist SALT and sensory integration therapy with individuals where a commitment from families and school has the potential to generate sustainable impact.	1, 3	Alison has continued to do targeted communication work with students from all departments across the school. Cost £11,303	Alison will continue to do targeted work with students across the school.			
Music therapy – Communication focus Susie Arbeid Sarah Forshaw Anna Jacobs £24,000 School led tutoring – 70% PPG – 30% = £7200	Learners with PMLD are mainly non-verbal and need to be provided with opportunities for those working with them to understand the potential meaning behind their gestures, vocalisations and actions. Music therapy concentrates on the use of music as a means of communication, self expression and interaction. www.bamt.org	1	Susie, Sarah and Anna have continued to work with students from all departments across the school. Costs: SLT £29,070 PP £9390	We now have one music therapist. She will continue to work with students from all departments.			

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

Budgeted cost: £ [£23.600] **Current: £14,813**

			Year 1	Year 2		Year 3	
Activity	Evidence that supports this approach	Challenge number(s) addressed	Update June 2022				
Improve ventilation in classrooms identified as having poor ventilation Market place – Air filter machines £ 5,000 Seacole, Wimbledon, Mandela, LOFT	National research (DfE and PHE) regarding need for good ventilation in order to reduce	7	Air filter machines have been purchased and placed in classrooms. Cost £2438				
Improve ventilation and temperature control in Changing rooms for students with profound physical disabilities £5,000	Students with profound physical disabilities need to have their physical needs and wellbeing needs to be met in order for them to be in a place of readiness to learning	7	This work is currently out to tender. Cost £0				
Funding for life skills cookery sessions and community based travel training costs.	In order to develop independence skills in these areas, students need the opportunity to practice the skills. School provides		All students at Woodlands have the opportunity to participate in weekly life skills cookery sessions.	All students will continue to have the opportunity to participate in life skills activities			

£4,000	opportunities for students to cook meals and practice travel training skills. Monies will cover the costs for students on FSM and to facilitate staff costs when travel training (i.e. bus fares).		Students in the SLD departments have had the opportunity to participate in community based travel training. Cost £4,000				
Music sessions with Aga £4,000	Music and physical activity are known to support both physical and mental wellbeing and to promote healthy lifestyles.	3	All students in PMLD, LOFT, BASE and Pathways have had the opportunity to attend regular weekly music sessions with Aga. Cost £6375	These sessions will continue every other half term.			
Horse Riding Baylands Equestrian Centre £3,600			Funding was received for horse riding.	Horse therapy will resume in Spring 2			
Swimming at Inspire, Lea Manor, Lewsey Pool and Woodlands Hydrotherapy pool.			Cost £2000	Swimming will continue at Lea Manor and Inspire for SLD and LOFT students. PMLD students will continue to access the hydro pool.			

			Pathways students that have Hydro on their EHCP plan and PP students will access the hydro pool. A proposal is being put forward for some Pathways students to access Lea Manor in September 2023.			
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2021 – 2022 Total budgeted cost: £134,020

PP	£94,975
SLT	£39,045
Total	£134,020

Total spent to date: £134,020

2022 – 2023 Total budgeted cost £159,922

PP	£95,822
SLT	£38,018
Catchup	£26,082
Total	£159,922

Total spent to date

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

See Pupil Premium Expenditure 2020 – 2021 Evaluation

<https://primarysite-prod-sorted.s3.amazonaws.com/woodlandssecondary/UploadedDocument/abc0b6a1-6847-4d0a-8f9e-5429ad0f15d5/pupil-premium-expenditure-2020-2021-evaluation.pdf>

See Covid Funding 2020 – 2021 Evaluation

<https://primarysite-prod-sorted.s3.amazonaws.com/woodlandssecondary/UploadedDocument/5c8d0637-fc55-43c4-af03-6c14fd54cd7d/covid-funding-2020-2021-evaluation.pdf>