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	261
Proportion (%) of pupil premium eligible pupils	39.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years
Date this statement was published	December 2021
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
Pupil premium funding allocation this academic year	£ 94,125
Recovery premium funding allocation this academic year	£ 6, 888
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£101,013

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 financial support to engage in activities 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.
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.

Intended outcome	Success criteria
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.
Functional Literacy and Numeracy Students will be more independent in applying their functional literacy and numeracy skills in a range of settings.	Students will achieve/ exceed their predicted grades in terms of their Functional Literacy/ Numeracy achievements. Students not entered for NCFE Functional Skills 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.
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.	Behavioural incidents, in particular peer on peer incidents in the SLD departments will reduce over time. EHCP reports and target trackers will evidence student understanding and application.

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	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.
Personal Development – Life Skills Students will be more independent and safe when shopping, preparing simple snacks and meals and when travelling in the community.	EHCP reports and target trackers will evidence progress made by students 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.
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.	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
Ventilation All learning spaces will be suitably and well ventilated	CO2 monitors will indicate that spaces are 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: £ *[£17,900]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
RSE training – January training day – 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
Numeracy training – June 2021 + 3 teachers' meetings (SLD) - £1500	Learning walks in 2021 identified the need to work with teachers to develop subject knowledge, in particular the language of maths.	2,6
Behaviour and Autism training – (Pathways and BASE) January Training Day - £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
Job Coach training for FE TAs.- £1800	NDTi and the local authority had previously agreed to fund some training for school staff however due to the pandemic, this did not occur. In order to effectively implement our SIP to provide a wider range of external work experience placements, school staff who will be supporting in the new setting need to understand their role as job coaches when in an external placement.	6
Supply cover to release FE TAs to support students on external work experience placements £120 x 2 x 15 = £3600	In order to facilitate external work experience placement we need to build capacity do that in school learning can still occur, even when school support staff are supporting students on work placements.	6

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	2,6
Updated maths resources £2000	Learning walks 2021 and Dept Leader development plans indicated the need to update resources for the teaching of maths.	2,6

Targeted academic support

Budgeted cost: £ *[61,500]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communication focus Tutor led support – 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
Functional Literacy and Numeracy Focus – Tutor led support Sally West X 1 day per week £5250 School led tutoring – 70% PPG – 30% = **£1575**	As above Supporting students to develop their literacy 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.	2,6
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.	3,6
Part fund Family workers salary £25,000	In order to empower students and families regarding their rights and the processes involved in transition, they need to be	3,4,5,6

	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. Family workers also play a key role in liaising with families re. attendance issues and working with the families, social care and the EWOs to ensure students are in school to access their education opportunities.	
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.	5,6
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
Part salary – 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
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

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

Budgeted cost: £ *[£21.600]*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Improve ventilation in classrooms identified as having poor ventilation Market place – Air filter machines £ 4,000 Seacole, Wimbledon, Mandela, LOFT	National research (DfE and PHE) regarding need for good ventilation in order to reduce the likelihood of the spread of Covid and to keep students well.	7
Improve ventilation and temperature control in Changing rooms for students with profound physical disabilities £4,000	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
Funding for life skills cookery sessions and community based travel training costs. £4,000	In order to develop independence skills in these areas, students need the opportunity to practise the skills. School provides opportunities for students to cook meals and practise travel training skills. Monies will cover the costs for students on FSM and to facilitate staff costs when travel training (i.e. bus fares). Our students require repeated and multiple opportunities to engage in these activities in order to consolidate and further develop skills.	4,6
Music sessions with Aga £4,000	Music and physical activity are known to support both physical and mental wellbeing and to promote healthy lifestyles. These are activities which students may choose to pursue into adulthood.	3,5,6
Horse Riding Baylands Equestrian Centre £3,600		
Community Gym – Matt Spring £2,000		

Total budgeted cost: £101,000

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