

Pupil Premium Expenditure 2019/20

Amount of Funding: **£72,930**

Funding Priority	Specific Objectives	Actions and specific interventions	Person responsible	Use of Pupil Premium Funding	Impact of initiative
Life Skills lunches	To ensure that students have the opportunity to shop and cook their own lunch as part of the Life Skills curriculum. To ensure full participation in any extended curriculum visits which involve eating lunch in a restaurant or café.	Pupils receiving free school meals will be funded using pupil premium money when participating in the Life Skills curriculum or eating lunch out in the community.	KS Leaders	£5,000	All students have had access to the Life Skills curriculum which supports the development of independent living skills. Students entitled to FSM have had opportunities to eat in a range of cafes and restaurants to promote their independence and social skills
Part fund salaries for specialist interventions: Music Therapy Play Therapy Art Therapy	To work with individuals and groups of PLMD/SEMH/SLD students.	Music Therapist will work 1 day a week with PMLD students across the school. An additional Music Therapists will work with SEMH students across the school. A Play Therapist will work with SLD students across the school. Art Therapist will work with groups and individuals across the school.	Debbie Foolkes	£7,500	Students have accessed targeted sessions which focus on interactions and responses to specific musical stimuli. The music and art therapists have worked across the school with individuals and groups to support emotional resilience and well-being. There has been a reduction in incidents of challenging behaviour from SEMH students as a result of these interventions.
Sensory Integration Therapy/SaLT (% of salary)	To work with targeted students to support the development for effective communication strategies. To train staff to develop and implement effective communication strategies with students. To develop Sensory Integration (SI) Therapy across the school.	Employ Alison Dear – Speech and Language/Sensory Integration Therapist to work across the school. Work with targeted students who can become frustrated due to a lack of functional communication skills. Work with and train staff on developing functional communication skills. Train staff on using Sensory Integration Techniques in the classroom. Implement SI programmes with targeted students to support learning.	Debbie Foolkes Sandra Connolly Alison Dear	£20,000	Staff are better equipped to meet the functional communication needs of the students and this has lead to a reduction in incidents of challenging behaviour. The SaLT has lead extensive training in the Pathways Department to up skill staff. The staff have regular targeted training to support the development of communication strategies for individual students. Staff are able to employ Sensory Integration Techniques consistently in the classroom which will support students to self-regulate and engage

Student/Family Counsellor (% of salary)	To provide counselling to individuals or small groups of students for a range of issues including behavioural difficulties and emotional issues. To develop and implement programmes of therapeutic work either for individuals or small groups depending on student need. To support individual parents/groups of parents.	Provide professional advice and support/supervision for staff who work in the school. Assist in the development of an outreach programme to support other schools through consultancy, support and training. Develop and implement programmes of therapeutic work either for individuals or small groups depending on student need e.g. emotional literacy; social skills and to evaluate therapeutic work through observation, assessment and feedback from students, staff and families. Work with parents to help them understand	Jackie Vaughan Leigh Skelding Debbie Foolkes	£ 12,500	Supervision ensures that staff involved in safeguarding cases or working with very troubled children will have the emotional support required. This will hopefully reduce sickness absence. Students and parents receive counselling support as and when they need it. The referral process is simple and counsellors are on hand to support students in individual sessions for as long as it is required. Again this has had a positive impact on pupil behaviour.
Family Worker (% of salary)	To provide support for families with the following: • Medical appointments • Social care • Advice on benefits and money • Challenging behaviour • Administration of medication • Completion of EHA and Graded Care Profiles	The school funds 2 full-time family workers to provide the link between school, health, social care and the Virtual School for LAC. They attend meeting all meetings for LAC and play an active role in training and safeguarding across the school.	Lindsey Lucas	20,000	Family workers provide the link between school, home, social care and health. They support families to access services and play a key role in safeguarding our children and young people. The Family Workers deliver safeguarding training and prevent training to staff across the school.
Therapeutic Training Courses for staff	To up-skill staff to deliver specific interventions: • Rebound Therapy • Hydrotherapy • Therapeutic Behaviour Specialist	Increase the staff skill set to ensure that all pupils at Woodlands receive a broad and balanced curriculum that fully meets their needs.	Lindsey Lucas Debbie Foolkes	£5,000	Staff that have attended courses have cascaded information and are now training staff to deliver interventions. This will save money in the long term on using external trainers for Hydrotherapy and Rebound Therapy courses.
Train the SLT in Mental Health First Aid	To increase emotional resilience in the SLT to enable them to support students, families and staff in times of crisis	Equip the leadership team with the skills they need to support colleagues, students and families.	Lindsey Lucas Debbie Foolkes	£2700	Not completed due to COVID-19 lockdown