

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 Meed
Number of pupils in school	281
Proportion (%) of pupil premium eligible pupils	26%
Academic years that our current pupil premium strategy plan covers	2021/22, 2022/23, 2023/24
Date this statement was published	14/12/2021
Date on which it will be reviewed	September 2024
Statement authorised by	Tom Brown
Pupil premium lead	Vikki Macrae & Tom Brown
Governor / Trustee lead	Matt Stuart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,715
Recovery premium funding allocation this academic year	£21,752
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£42,982
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£154,449

Part A: Pupil premium strategy plan

Statement of intent

Our long term objective is to build a systematic and progressive structure of provision which will 'eliminate' the gap' so that the attainment of pupils in receipt of the PPG is in line with their peers. This will focus particularly on:

- Academic achievement and the skills progression involved in attaining that.
- Progression to further education
- Employability
- Social opportunities and independent living.
- At the forefront of our approach is high quality teaching targeting needs with a systematic diagnostic assessment of needs to enable all pupils to access a broad and balanced curriculum.

Our strategy is driven by the needs, abilities and strengths of individual pupils. We address concerns through assessing, analysing data and developing individual interventions to address difficulties. Our aim is to develop the skills needed for successful learning and preparation for adulthood.

Our strategy is integral to wider school plans for "Education Recovery" through engagement with therapeutic input for those who have been worst affected.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our assessments observations and discussions with staff and pupils show that some of our PP pupils have complex medical and educational needs. A significant number of medical appointments and absences from school impacts on the progress they can make.
2	Our assessments observations and discussions with staff and pupils show that some pupils have complex behavioural needs that allow small step and sometimes inconsistent progress. These pupils will often need therapeutic input in order to be able to regulate sufficiently to acquire new learning.
3	Our assessments observations and discussions with staff and pupils show that some pupils have complex physical difficulties and need therapeutic input in order for them to increase their physical ability to access learning.
4	Our assessments observations and discussions with staff and pupils show that some of our pupils need specific sensory input in order to regulate their sensory processing and be able to access learning.
5	Our assessments observations and discussions with staff and pupils show that some of our pupils have greater challenges around communication and in expressing their needs, often having social communication and social interaction difficulties.
6	Our assessments observations and discussions with staff and pupils show that some of our pupils have greater challenges around cognitive ability and retention of previous learning.

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
To improve the progress and attainment in Reading and Number where our gap analysis has shown that learning needs to be accelerated.	Most pupils will achieve their individual targets and will make expected or better than expected progress following specific intervention programme input.
To improve the ability to access learning through enhancing fine and gross motor skills, enhancing motor planning and improving thinking and processing skills.	Most pupils will achieve their individual intervention targets and be able to transfer these skills to everyday learning in the classroom. This will be evidenced by meeting most targets in their learning programmes.
To improve Sensory processing using child specific equipment to improve accessibility to learning.	Targeted pupils will participate in individualised sensory diets which will enable them to self-regulate and access learning more effectively.
To improve co-ordination and core stability and control so that access to sitting and learning is more successful.	Most pupils will improve their ability to sit and attend having had physical input relevant to their specific needs.
To promote health and fitness and readiness to work through awakening activities.	Most pupils will be able to access successful class participation through practicing specific alerting and awakening activities in preparation for learning.
To improve speech and language skills in social situations allowing greater access to communication and learning in the classroom. To improve attention and listening skills and the ability to attend for increasing periods of time.	Targeted pupils will follow a specific programme to develop their receptive and expressive language, their social communication and social interaction skills so that they improve their ability in classroom learning.
To experience a healthy range of emotions, through all the challenges of social interaction, to build resilience that will enable continued and creative engagement with their peers.	All pupils will have the opportunity to experience Forest school on a weekly basis for at least a term per year.
To promote good mental health and wellbeing.	Targeted pupils will show greater resilience and ability to manage in a social environment which includes change and unexpected events.
Disadvantaged pupils are prepared for the next stage of learning focusing on the knowledge and skills identified to support their pathway to adulthood.	KPI data shows that disadvantaged groups are progressing in line with other students at Woodlands Meed. Careers data demonstrates that students are leaving Woodlands Meed to progress to their preferred destinations.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD. Intervention team staff, our wellbeing team and the "Therapies In Schools" team will deliver regular staff training to ensure that our school community are up to date with latest research and strategies and are able to implement this in their daily classroom activities.	<p>Staff will feel confident to deliver programmes set by Therapists.</p> <p>Staff will feel confident to follow up concerns by completing referral forms and subsequently liaising with the interventions and Therapy teams to ensure implementation of specific programmes in class.</p> <p>Staff will feel confident to deliver programmes set by Therapists and be able to assess and monitor progress against targets set.</p>	1,2,3,4 5
Implementation of 'The Song of Sounds' Phonics scheme, Phonics team established who provide CPD, guidance and support to our teachers to ensure our staff have the subject knowledge and approaches to deliver quality consistent systematic synthetic phonics. 'Song of Sounds' phonics resources purchased to enable staff to deliver consistent phonics teaching across the primary key stages.	<p>Staff will feel confident to deliver high quality phonics teaching.</p> <p>Staff have the resources they need to deliver 'Song of Sounds' phonics programme.</p> <p>Staff will feel confident to deliver phonics POS and be able to assess and monitor progress against PKS and NC statements.</p> <p>Increased access to wider curriculum and future opportunities for students.</p> <p>To enhance progress in early reading and phonics to show expected or better than expected progress in reading.</p>	5,6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £111,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of the cross site reading intervention TA, to provide additional, regular reading opportunities.	<p>Daily reading groups for identified pupils to support and help them reach their full potential.</p> <p>Increased fluency, comprehension, access to wider curriculum and future opportunities.</p>	6

Additional hours for a school based reading/ phonics TA	To enhance progress in reading to show expected or better than expected progress in reading on an individual basis and following a gap analysis to target specific difficulties.	6
The creation of two Maths TAs (School and college site) to provide interventions	To enhance progress in Maths to show expected or better than expected progress in maths on an individual basis and following a gap analysis to target specific difficulties.	6
Additional hours for the Jump Ahead lead to develop and deliver the programme	To enhance fine and gross motor skills, processing and thinking skills and motor planning skills. Children will follow a programme in small groups and 1;1 based on the nationally recognised Jump Ahead OT programme.	3,6
The creation of Water exercise sessions delivered by a trained member of staff	To improve co-ordination and core stability, physical fitness and stamina. Specific exercise in water weightlessness are planned Targets are planned with the school physio after assessment and delivered by the Intervention team.	1,3
Additional hours for the Physio lead to develop and deliver exercise sessions	To improve mobility, reduce discomfort and prepare pupils for learning Targets are planned with the school physio after assessment and delivered by the Intervention team	1,3
Sensory Integration diets and equipment	To improve self-regulation and awareness in readiness to learn. Children are assessed and individual sensory diets and programmes are delivered by the Intervention team	1,4
Additional hours for Speech and Language Social skills group (School Start programme)	To learn early Social skills to enhance social communication in the learning environment Children are assessed and baselined. Programmes are delivered by the intervention team	1,5
Additional hours for Speech and language Social communication Groups	To learn social communication skills in a range of settings to promote functional language, independence and social awareness skills Children are assessed and baselined. Programmes are delivered by the intervention team	1,5
Additional hours for Attention Autism	To promote attention, engagement and focus through specific repetitive and motivating activities. The Intervention team lead and train classroom staff to deliver this in small groups.	1,5
Creation of Narrative Therapy programme using additional hours to fund TA	To promote the use of who, what, how and why questions to promote social interaction and conversational skills. Children are assessed and baselined. Programmes are delivered by the intervention team	1,5
Creation of dual site Forest school TA.	To build confidence, self-esteem and manage social situations in order to be able to learn successfully alongside peers. Led and Planned for by Our forest school leader.	2,5

Creation of Rebound Therapy using additional hours to fund TA	Programmes planned and delivered by our trained Therapist and targeting core strength, mobility and Speech communication skills. Children are assessed and programmes and targets written by the intervention team.	3,5
External 1:1 Music Therapy	To promote confidence and Self-esteem, Attention and Listening skills, self-awareness and creativity. This is led by an external therapist.	2,5
External 1:1 Play Therapy	To promote, confidence, self-esteem and develop assertiveness and relationship skills. This is led by an external therapist.	2,5
Creation of school and college site Lego Therapy TA to deliver programme	To promote co-operation and communication skills. Children are assessed and groups led by the Intervention team. Training in house for follow up in classes is also provided.	2, 5
Additional hours for Wellbeing lead to ensure pupils are ready to learn during the pandemic.	Provide pupils with 1:1, small group and whole class interventions focusing on issues that have developed during the pandemic. Termly surveys provide relevant	1,2,4,5,6

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

Budgeted cost: £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources and equipment	To fund licences for specific programmes for reading and maths interventions. To fund Sensory, physical and Jump Ahead resources and equipment. To fund resources and equipment for Forest School. To fund resources for Speaking and Listening groups and programmes. To fund resources to enhance the Autism awareness and Lego therapy programmes.	1,2,3,4,5,6
Collins E-Book Library Enable students access to high quality texts matched to their phonics and reading ability at home, including during national lockdown through remote teaching.	To provide support to parents during the pandemic. To provide all students access to written texts during the pandemic. To promote a lifelong love of reading. Increased access to wider curriculum and future opportunities for students as reading is the gateway to other subjects in the curriculum. To support progress in reading to minimise learning which could be lost due to not attending school during the pandemic.	5,6
Programme working with Parents and carers to reduce anxiety created by Covid-19	Providing extensive pastoral support to families during the pandemic. Increased communication.	2

	Providing support groups and strategies to reduce anxiety to Increase attendance and engagement with learning.	
Resources to support parent and pupil wellbeing interventions	Providing coffee mornings and social activities to bring parents together as a community raising self-worth and reducing anxiety.	2
Music and Play and Art therapy Recovery funding	Learners have been assessed as having well-being issues stemming from social isolation during the Pandemic.	2
Enhancing independence through use of technology	Providing effective learning at home. Providing pupils with devices at school, improving the facilities available to the pupils.	2,3,4,5,6
PP funding for school uniform	Where families can't afford to pay for school uniform, we will provide a uniform so that they are not singled out and can conform with our school uniform policy.	2
Creation of Summer programmes to benefit pupils socially to ensure that they return to school happy and ready to learn.	Pupil and parent feedback evidenced that students felt part of a group and were able to develop social interaction. Activities promoted a healthy lifestyle focusing on exercise, wellbeing and food.	1,2,3,4,5,6
PP funding for access to school outings and residential trips.	Where parents struggle to fund outings and out of school activities this allows equal access for all.	2
Travel training Year 10- 14 pupils to use public transport	Independent travel training will enhance opportunities for social interaction, FE and employment.	2,5,6

Total budgeted cost: £149,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

During COVID our safety measures included involving the whole interventions team in supporting the bubbles so that we could provide maximum cover when staff were absent, and so enabling us to keep classes open during this very difficult time. Where they could, the intervention carried on for any pupil who was assessed and had a programme to support their needs funded by PP,.

Externally provided programmes

Programme	Provider
Music Therapy	Creative Note Music Therapy
Play Therapy	James Tolerton, Registered Play Therapist
Art Therapy	Your Space Therapies