

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Special School
Number of pupils in school	277
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	Tom Brown
Pupil premium lead	Martin Woods and Tom Brown
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,820
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	£97,776
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,896
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	£190,492

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 pupils have barriers to learning and need intervention support and provision to help bridge the gaps in their learning to achieve identified targets.
2	Our assessments observations and discussions with staff and pupils show that some pupils need support and identified interventions to enable them to access the curriculum on offer at Woodlands Meed. Focusing on communication, sensory input, medical, physical and wellbeing needs.
3	Our assessments observations and discussions with staff and pupils show that some pupils need input to prepare them for the next stage of learning and life beyond Woodlands Meed.
4	Our assessments observations and discussions with staff and pupils show that some pupils need input to re- engage with learning and integrate them back into school life. Often these pupils have suffered trauma or a change to their life or routine.

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: £ [0]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>	<p>Specialist interventions have dedicated time during staff training to train support staff to deliver sessions in class. This ensures that we are able to support identified students, increases continuity whilst reducing their time out of class.</p> <p>The training also offers ongoing support for our staff and our SLT can review the process to make sure targets are being met.</p>	<p>1,2,3,4</p>
<p>Continuation 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>	<p>Specialist phonics leads have dedicated time during staff training to guide and support class teams to deliver the schools phonics scheme ensuring fidelity across the classes.</p> <p>The training also enables the approach to be sustained, as regular follow up sessions are planned for, and our SLT can review the process to make sure pupils progress targets in early reading and phonics is at the expected or better than expected level.</p>	<p>1,2,3</p>

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

Budgeted cost: £ [136,403]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of the cross site reading intervention TA, to provide additional, regular reading opportunities.	Daily reading groups for identified pupils to support and help them reach their full potential. These students have targets which outcomes are assessed against. Impact reports written by staff and shared with PP leads and Governors at Learning and Wellbeing Committee, as well as parents.	1,3
Continuation of additional hours for a school based reading/ phonics TA	Daily reading groups for identified pupils to enhance progress in reading, to show expected or better than expected progress, tracked through learning ladders and college tracking.	1,3
The continuation of two Maths TAs (School and college site) to provide interventions	Daily targeted maths interventions focusing on number to help identified pupils progress and embed learning.	1,3
Additional hours for the Jump Ahead lead to develop and deliver the programme	Sessions run in small groups with identified pupils, lead by specialist intervention staff, to enhance fine and gross motor skills. These student have targets which outcomes are assessed against. Impact reports written by staff and shared with PP leads and Governors at Learning and Wellbeing Committee, as well as parents.	1,2
Continuation of water exercise sessions delivered by a trained member of staff	Targets are planned with the school physio after assessment and delivered by the Intervention team. Targets focus on improving co-ordination, core stability and physical health and fitness. The target outcomes are assessed and impact reports are written and shared with PP leads and Governors at Learning and Wellbeing committee, as well as parents.	2,3
Additional hours for the Physio lead to develop and deliver exercise sessions	Targets are planned with the school physio after assessment and delivered by the Intervention team. Targets focus on improving mobility, reduce discomfort and prepare pupils for learning. The target outcomes are assessed and impact reports are written and shared with PP leads and Governors at Learning and Wellbeing committee, as well as parents.	2,3
Sensory Integration diets and equipment	Children are assessed and individual sensory diets and programmes are delivered by the Intervention team, to improve self-regulation and awareness in readiness to learn. The target outcomes are assessed and impact reports are written and shared with PP leads and Governors at Learning and Wellbeing committee, as well as parents.	2,3

Additional hours for Speech and Language Social skills/ communication group (Talkabout programme)	Identified pupils are assessed and baselined. Programmes are planned with specific targets and delivered by the intervention team. The target outcomes are assessed and impact reports are written and shared with PP leads and Governors at Learning and Wellbeing committee, as well as parents.	1,2,3
Continuation of Forest school TA.	Specialist forest school leader delivers timetabled sessions including enrichment sessions, ensuring she works on targets focused on developing; self-esteem, building confidence, managing social situations and promoting and supporting communication skills.	1,2,3,4
Continuation of Rebound Therapy using additional hours to fund TA	Specialist trained rebound leader, delivers timetabled interventions to specific students, targeting core strength, mobility and Speech communication skills. Specialist trained rebound leader has dedicated time during staff training to train support other trained staff to deliver sessions in PE lessons. This ensures that we are able to support a wider range of identified students, increases continuity whilst reducing their time out of class.	1,2,3,4
Creation of school and college site Lego Therapy TA to deliver programme	Identified pupils are assessed and baselined. Programmes are planned with specific targets and groups are led by the Intervention team. The target outcomes are assessed and impact reports are written and shared with PP leads and Governors at Learning and Wellbeing committee, as well as parents.	2,3,4
Additional hours for Wellbeing lead to ensure pupils are ready to learn	Provide pupils with 1:1, small group and whole class interventions focusing on issues that have been identified. Termly reviews provide relevant topics and ensure that pupils needs are being met.	1,2,4

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

Budgeted cost: £ [53,859]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources and equipment	Pupils need identified resources and equipment to help them engage in school life to overcome barriers to their academic and social developments.	1,2,4
Programme working with Parents and carers to reduce anxiety	Research and data has demonstrated a strong link between anxious parents and pupils. A programme has been developed by the wellbeing team in	2,3,4

	collaboration with other agencies to improve communication and provide support groups and strategies to reduce anxiety to Increase attendance and engagement with learning	
Well being pupil support –Attendance and engagement	Evidence showed a strong correlation between low attendance/ engagement and below target academic achievement. Wellbeing will work directly with identified students to increase attendance and engagement.	1,2,3,4
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.	1,2,3,4
External 1:1 Play Therapy	External therapist, provides two days a week, of music therapy to identified students, following a planned programme. Impact statements are written by the external therapist and shared with SLT and wellbeing team.	2,3,4
External 1:1 Music Therapy	External therapist, provides two days a week, of music therapy to identified students, following a planned programme. Impact statements are written by the external therapist and shared with SLT and wellbeing team.	2,3,4
Enhancing independence through use of technology	Providing effective learning at home. Providing pupils with devices at school, improving the facilities available to the pupils.	1,2,3,4
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.	2,3,4
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. Funding will also be used to support pupils attend residential to help raise self-esteem, Independence and prepare pupils for the next stage of learning.	1,2,3,4
Travel training Year 10-14 pupils to use public transport	Independent travel training will enhance opportunities for social interaction, FE and employment. Pupils who are able to travel independently have greater opportunities.	2,3,4

Cost of living crisis	To cover contributions towards travel, FT and other resources to ensure all pupils are able to participate, allowing equal access for all.	2,3,4
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Total budgeted cost: £ [190,262]

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 2022 to 2023 academic year.

During the second half of the autumn term 2022 through to March 23, the level of staff absence we experienced meant that as part of our safety measures, the whole intervention team on the school site was used to provide maximum cover when staff were absent. This ensured that all our students (who are classified as disadvantaged as we are an SEN school) continued to access the school's provision. Where they could, any pupil who was assessed and had a programme to support their needs and were funded by PP, the intervention continued.

KPI target for percentage of pupils on track to reach expected academic progress across reading, writing and Maths

Pupil premium students at the school site met our organisational KPI target of 60%. This is in line with their non-pupil premium peers.

Pupil premium students at the college site exceed our organisational KPI target of 75% achieving 81% making expected progress. This is in line with their non-pupil premium peers.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Music Therapy	Creative Note Music therapy
Play Therapy	James Tolerton, registered Play therapist
Art Therapy	Your space Therapies
Well being support	Andrew Stobbs – Self employed

