

Pupil premium strategy statement – Woodlands School

This statement details our school's use of pupil premium 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 School
Number of pupils in school	49
Proportion (%) of pupil premium eligible pupils	80%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jules Taylor Headteacher
Pupil premium lead	Cat Jones Deputy Headteacher
Governor / Trustee lead	Stuart Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,000
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£58,000

Part A: Pupil premium strategy plan

Statement of intent

Socio-economic disadvantage is a significant feature in the lives of the vast majority of our pupils, with 80% of our young people eligible for free school meals, and the majority living in areas of high deprivation. As such we aim to poverty proof our curriculum where possible to level-up our disadvantaged pupils in Provide a basic set of uniform free at the start of the academic year comparison to their peers.

As a special school for pupils with social, emotional and mental health (SEMH) issues, our pupils already experience many barriers to learning, and at the heart of our approach is an accessible curriculum, with approaches and support targeted to the needs of our pupils.

Our strategy will be driven by the identified needs of our pupils, to help support pupils to offer therapeutic support, develop strategies for self-regulation, and to boost self-esteem, in addition to supporting academic skills for learning.

Our strategy is to prepare our young people for adulthood, and as part of this we will provide tailored careers advice and support together with access to work experience and transition to further education wherever possible.

Challenges

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

Challenge number	Detail of challenge
1	Our pupils very often arrive in school with little or no base assessment data (e.g. SATS) and have huge gaps in learning due to repeated suspensions, or periods away from school, so measuring progress can be challenging.
2	All of our pupils have SEMH needs which presents as challenging behaviour and high levels of anxiety
3	All of our pupils will have experienced levels of trauma that impacts on their relationships with their peers and adults. They will have difficulty in comprehending the impact this can have on their behaviour
4	A great deal of our pupils and families will have limited availability to develop cultural capital outside of school

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
Improved progress and attainment for all pupils, and improved analysis of progress data for all pupils	Completion of improved baseline data for all pupils. Improved attainment and progress evidenced by the newly implemented assessment system. An increase in the numbers of pupils entered for GCSE English and Maths
To better support our pupils to self-regulate and to manage their own behaviour	Reduced levels of fixed term suspensions, improvements in overall attendance levels
For pupils to better understand and manage the impact of their ACEs	Through reduced numbers of behaviour incidents, and observation with pupils and their families
Pupils feel better prepared for career progression or transition to higher education through mentoring and work experience opportunity	Reduction or elimination of NEET pupils

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of baselining for all pupils, and the introduction and embedding of a new assessment system which assesses both academic and the 'softer' targets for pupils	Schools that embed formative assessment into their teaching see higher pupil attainment as a result https://www.ucl.ac.uk/ioe/news/2022/mar/embedding-formative-assessment-leads-higher-attainment	1

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing a Music therapist 2 days each week	<p>Music therapy can help children whose behaviour, confidence and wellbeing are impacted by emotional difficulties</p> <p>https://cpotential.org.uk/our-services/music-therapy/?qclid=EAlaIqobChMIuoy405f5-wlVAtJ3Ch2DGA2bEAAyAAEglws_D_BwE</p> <p>https://academic.oup.com/jmt/article-abstract/36/4/274/892285?login=false</p>	2
Providing access to ELSA therapy sessions for pupils	<p>There is evidence to suggest ELSAs have a positive effect on the school as a whole.</p> <p>https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</p>	3
Training a play therapist	<p>The findings of this meta-analysis reveal that play therapy is an effective intervention in child psychotherapy.</p> <p>https://web.archive.org/web/20161120115813id_/http://hbftpartnership.com/documents/uploadResources/PTCritics-Ray2001.pdf</p>	3

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing a wide variety of additional curricular opportunities, - outdoor learning, theatre visits to improve cultural	<p>“The accumulation of cultural capital – the acquisition of knowledge – is the key to social mobility” – Michael Gove</p> <p>https://www.educationcorner.com/cultural-capital-in-education/</p>	4

capital for all of our young people		
Provide a set of basic branded uniform for each pupil at the start of the academic year.		

Total budgeted cost: £58,000

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

Key stage 4 results and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.

Our assessments and observations during 2021/22 suggested that wider development outcomes for our disadvantaged pupils varied significantly. Our analysis of the reasons for this pointed primarily to the ongoing impact from COVID-19. Most pupils demonstrated an improvement in communication skills, and life skills as we were able to provide more opportunities to support them with activities in 2022. However, the impact of COVID-19 on behaviour, wellbeing and mental health continued to affect pupils to varying degrees. As with education outcomes, the impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country

Further information (optional)