



## Statement of pupil premium strategy

1. Summary information					
School	Woodlands School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SEMH
Academic Year	2019/2020	Total PP budget	£39,150	Date of most recent PP Review	April 2019
Total number of pupils	84	Number of pupils eligible for PP	49	Date for next internal review of this strategy	April 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
Attainment 8 Score		
Progress 8 Score		
The number of pupils in this cohort makes a national comparison statistically invalid.		

3. Barriers to future attainment (for pupils eligible for PP )	
In-school barriers	
A.	Key Stage 4 pupils struggle to move from specialist secondary provision to mainstream post 16 provision as they have little experience of the mainstream post 16 environment
B.	Pupils struggle to make the link between school provision, academic qualifications and the world of work
C.	Pupils on entry to Woodlands have a significantly reduced reading age in comparison to their chronological age reducing access to the curriculum.
D.	Culture of reading has to be established in pupils who traditionally come from families with little engagement of external reading.
E.	Attendance rates of pupils eligible for pupil premium on entry is significantly below the national expectation for all children at 96%.
External barriers	
E.	Pupil's SEMH needs, (attachment difficulties, adverse childhood experiences and trauma) including presenting challenging behaviour, poses a significant barrier to their learning.
F.	The social context of some pupil premium pupils can increase their disengagement from learning.



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<b>G.</b>	The availability of appropriate nutrition and sleep levels for some pupil premium pupils.
<b>H.</b>	There is a higher incidence of involvement in substance misuse within the social context.
<b>I.</b>	Geographic location of pupils results in significant travel time to and from school.

### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils will feel more confident in the mainstream post 16 provision	NEETs reduced
<b>B.</b>	Pupils will have a greater understanding of practical career options	NEETs reduced
<b>C.</b>	Pupils across the school will have access to bespoke careers education and guidance and therefore be better informed of their future options and how to access them.	NEETs reduced
<b>D.</b>	Improved reading, writing, spelling and comprehension for all pupils.	Improved comprehension / spelling
<b>E.</b>	Develop a positive culture of reading for enjoyment.	Reading ages continue to rise / less pupils internally truanting during reading time
<b>F.</b>	Progress 8 / APS per pupil will rise	Increase from 12.1 APS
<b>G.</b>	Pupils will be better able to self-regulate	Increased attendance / Reduces exclusion / RPI



5. Planned expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improved reading, writing, spelling and comprehension for all pupils.</p> <p>Embed a positive culture of reading for enjoyment.</p> <p>Greater independent and confident access to the curriculum</p> <p>Improved access to examination texts without additional support.</p>	<p>Further embed Accelerated Reader programme to become a "Master School"</p>	<p>Pupils low reading ages and lack of engagement with reading as well as lack of ability to access written curriculum forms a barrier to success. AR has proved successful in many other settings at addressing this specific issue.</p>	<p>Increase designated reading time on timetable to ensure there is adequate time for staff and pupils to read together.</p> <p>Train specific staff to manage, deliver and monitor AR</p> <p>Ensure technology to support AR is available</p>	<p>HC</p>	<p>April 2020</p>



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<p>Pupils will feel more confident in the mainstream post 16 provision</p> <p>Pupils will have a greater understanding of practical career options</p> <p>Pupils across the school will have access to bespoke careers education and guidance and therefore be better informed of their future options and how to access them.</p>	<p>36 weeks of college placements at Shrewsbury college on a carousel for year 10/11 pupils</p> <p>Bespoke Careers Education package provided by college for year 11 transition</p> <p>Bespoke package of careers education year 9 / 10 supplied by college in school</p>	<p>Currently pupils are not ready to move from a specialist to mainstream provision and consequently there is a high level of pupils NEET. Additionally pupils have little experience of courses they sign up for and therefore this will give them the experience of potential courses.</p> <p>Careers Education needs to be better linked to post 16 choices and provided by specialist CEG</p>	<p>ED to manage pupil group on college days to ensure smooth running o days and be on hand to support and encourage.</p>	<p>JT / ED</p>	<p>End of every half term</p>
<b>Total budgeted cost</b>					<b>£10,000</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improved literacy for identified pupils falling behind reading age / with specific literacy need identified in EHCP</p>	<p>One to one literacy intervention with specialist TA to support specific literacy targets</p>	<p>Pupils identified through annual review process and via literacy co-ordinator require additional support to in class strategies employed to support literacy development.</p>	<p>Focus on targets in Annual review process / monitor by literacy TA and literacy coordinator throughout the year.</p>	<p>HC /</p>	<p>Annual review of pupils / Regular review by literacy TA</p>



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Pupils better able to self-regulate  Reduced exclusions / increased attendance / Reduction in RPIs	Individual and group therapy with independent music therapist	Pupils have previously self-selected and engaged positively with trail package provided by Nordoff Robbins and expressed a desire to continue with therapy. Previous year showed decreased exclusion and significantly reduced RPI.	Focus on pupils self-selecting. Reviewed by Music therapist with supervision, fed into Annual Reviews	JT / GB	Termly
<b>Total budgeted cost</b>					<b>£24,000</b>
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved cultural capital	Cross curricular trips and visits	Pupils have significantly lower experience cultural experiences due to levels of poverty in the home and affordability of experiences. Pupil premium funding can be used to bridge some of the gaps in experience between PP pupils and their non PP peers.	Cultural capital experiences identified across all subjects in schemes of work and monitored by SLT	CS	Termly
					<b>£5,000</b>



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6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved reading, writing, spelling and comprehension for all pupils.	Introduction of Accelerated reader programme	This has been a very effective intervention for PP and non PP pupils. Average reading age has risen from 7 years to 12 years in one academic year.	We will definitely continue with this approach as it has resulted in much greater access to the curriculum and has enabled pupils to access exams without the need for a reader	£5,000
Improved literacy for identified pupils falling behind reading age / with specific literacy need identified in EHCP	One to one literacy intervention with specialist TA to support specific literacy targets	Annual Review evaluation indicates that literacy targets have been met for all pupils who have access to this support	Effective approach at targeting literacy issues that need specific time limited interventions. This will continue potentially with additional support available	£15,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved literacy for identified pupils falling behind	One to one literacy intervention with	Annual Review evaluation indicates that literacy targets have been met for all pupils who have access to this support	Effective approach at targeting literacy issues that need specific time limited interventions. This will continue potentially with additional support	
iii. Other approaches (including links to personal, social and emotional wellbeing)				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost



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Improve attendance for the 90%+	Half termly high value, free to pupil, Attendance reward trips	Percentage attendance has risen for most	Focus needs to be raised to above 95% with greater reward for those that attain this level.	£2,000
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### 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Pupil premium spending remains similar over the academic years given the success of the interventions in place