

Pupil Premium Strategy for Woodfield School

1. Summary information					
School	Woodfield			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD/PMLD
Academic Year	2018-19	Total PP budget (indicative figure)	£27,750	Date of most recent PP Review (INTERNAL ONLY)	November 2018
Total number of pupils (Statutory School Age)	82	Number of pupils eligible for PP	28	Date for next internal review of this strategy INTERNAL FOR GOOD PRACTICE	April 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving at least 50% EHCP targets in communication	86 % *	
% achieving at least 50% EHCP targets in maths	66.67 % *	
% achieving at least 50% EHCP targets in PSHE	79 % *	
(* all information taken from most recent EHCP reviews)		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Need for highly personalised resources and equipment for pupils to access the curriculum and achieve
B.	Poor communication skills and lack of access at home to high tech devices
C.	Physical access to the curriculum may be limited
External barriers	
D.	Lack of social opportunity for some due to restrictions on ability to engage in activities out of school

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Outcomes individually matched to pupil need, and will match EHCP aims</p> <p>This will be measured by the extent of personalisation in the curriculum to account for individual need, although low attainment is not necessarily apparent in this group. Resources will be matched to need, including liaison with SaLT and Physio/OT.</p>	<p>100% of pupils in receipt of PP have individual outcomes agreed with parents at EHCP. SLT and class teacher agree and source appropriate resources addressing individual need through PP fund if appropriate.</p>

B.	Communication Assistant time is allocated to ensure maximum accessibility to the curriculum. This will be measured by the fact that all PP pupils will have an individual and appropriate Communication system and are making at least expected progress in Speaking & Listening as measured by teacher assessment.	100% of pupils in receipt of PP have an individual communication system that is updated regularly. 80% of these pupils will make progress in Communication at least in line with the non PP pupils.
C.	Move targets set and therapy group/ rebound therapy attended as appropriate. The outcome will be measured in relation to progress against MOVE targets, progress during Rebound therapy including pupil engagement and extended concentration during such sessions (when well).	80% of pupils in receipt of PP who have physical needs will make progress against individual MOVE targets/ Rebound therapy feedback as monitored by SLT. (This figure is not higher due to the physical wellbeing of some of this cohort).
D.	Pupils improve their social confidence and independence skills in community and out of school activities This will be measured through individual pupil school based ISEC assessment and After School Club data.	80% of pupils in receipt of PP will make progress at least in line with (or better than) other pupils when looking at ISEC data and soft data feedback from ASC.

5. Planned expenditure					
Academic year		2018-19			
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?
Pupils communication needs are met and monitored by Communication team, meaning all make at least good progress in communication.	<ul style="list-style-type: none"> - Increased Communication Assistant time - iPads and individual equipment as communication devices 	Increased pupil numbers (including PP) mean that communication needs are higher. This is seen as essential in our school as poor communication skills have an impact on the whole curriculum and on progress across all areas. Individualised curriculum means that each student needs fully personalised resources, including communication systems.	Weekly Communication team meetings. Monitoring of P level progress in English (end of year data) MLT now have more direct responsibility for the schools Communication Strategy.	MLT	Termly review in meeting time (ongoing monitoring) End of year data on Solar = June 2019
Improve pupils social and independence skills through the new curriculum. (Measure what we value – confidence, independence, self-esteem)	New assessment system in place to measure non curricular areas called ISEC.	Our new curriculum reflects our ethos to prepare pupils for adulthood and focus on 'destination led learning'. Following 'life without levels' we are now matching our assessment system with our curriculum. No system available so we wrote our own!	Head to lead on ISEC assessments and staff training time allocated in staff meeting/Inset.	GW	End of year assessments on Solar July 2019

					Total budgeted cost	Approx. £10,000
ii. Targeted support						
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?	
Pupils with greater confidence and enjoyment in school through more personalised curriculum to meet individual needs, e.g. provision of music groups, trampolining, tennis lessons, additional swimming etc	Herts Music Service Drumming workshops Project Play music groups Music therapy iPad music Sports Centre trampolines Local tennis coaching OR alternative (TBC) Swimming lessons	Many of our PP pupils do not have good access to social opportunity out of school, joining clubs etc. due to cost and accessibility issues. By offering them something positive and fun to do whilst learning social skills, turn taking etc we hope to extend learning opportunities outside the classroom, and teach them how to make a social contribution, becoming successful members of their community.	Implemented by quality professional providers such as tennis coach, Herts Music Service to enhance the provision and provide a better quality service. Ensure access to all and overcome access barriers where applicable	SLT	Termly in liaison with outside providers	
					Total budgeted cost	Approx. £8,875
iii. Other approaches (including links to personal, social and emotional wellbeing)						
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?	
Improved physical access to the curriculum via Rebound Therapy and MOVE targets. Improved emotional wellbeing through reflexology therapy (Cara)	Rebound trampoline in school with sports coach. Moving & Handling trainer and SENCO support available for MOVE targets. Cara doing Functional Reflexology.	In order to personalise the curriculum we have been considering different forms of exercise to improve physical progress, in liaison with the physiotherapist and emotional wellbeing. Each pupil, where appropriate has a MOVE programme and targets set. They access therapy groups or Rebound, as appropriate in order to maximise their potential and improve wellbeing.	MOVE targets/ Rebound therapy monitored by the SENCO. 80% of pupils will make progress against individual MOVE targets/ Rebound therapy feedback as monitored by the SENCO. Functional Reflexology targeted at PP group and monitored by therapist. We will look to having a more targeted approach to reflexology this year, as well as the possibility of the therapist delivering training on basic foot massage techniques that can be used in class.	SD SCW, VJ CP	Termly to see if access for individuals will be maintained End of year teacher assessment Therapist to review termly and advise on what pupil is getting from it as to continuation	
					Total budgeted cost	Approx £8,875

6. Review of expenditure

Previous Academic Year

2017-18

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
Pupils communication needs are met and monitored by Communication team, meaning all make at least good progress in communication.	Increased Communication Assistant time iPads and individual equipment as communication devices	Success criteria met. All PP pupils had an individual communication system and these were updated as required. More pressure on Communication team in spite of increased time allocation this year due to increased number of pupils and number of higher tech AAC.	This approach will continue in Sept 2018. Communication TA time will increase in order to carry out the role due to increasing number of pupils in school and the ongoing needs of the Pupil Premium group. As Middle Leaders, Vicky and Susie will have responsibility for overseeing the schools Communication strategy following Bev's departure As with other areas, there will be a transitional period whereby staff with new responsibilities will further develop their understanding of the role and look to implement improvements over the academic year.	£10,000
Improve pupils social and independence skills through the new curriculum. (Measure what we value – confidence, independence, self esteem)	ISEC in place to measure progress as our new assessment tool. Reports went to parents July 2017 from ISEC	Success criteria met as ISEC all in place and teachers using it for assessment and pupil progress. Impact has been that we can measure what we value and not just rely on P levels as they are likely to go in the next year.	More data to be input into Solar and this will grow over time. More staff training to take place in the coming year. Teachers to have a Solar linked target as part of Performance Management for the coming year. The staff training in general will be significantly enhanced from September 2018 when the Friday training slots will be introduced.	

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
Pupils with greater confidence and enjoyment in school through more personalised curriculum to meet individual needs, e.g. provision of music groups, trampolining, tennis lessons tennis lessons.	Herts Music Service Sports Centre Trampolines Local tennis coaching Swimming lessons	Some pupils in the Pupil Premium group were able to access music sessions such as drumming and tennis coaching, however some pupils were limited in their ability to access social opportunities due to physical needs. Tennis coaching successful as an intervention but some difficulties in timetabling/access for students. Some of the PP group attend After School Club. A bursary is available and offered to parents (due to 'hardship'). Three pupils access this support, but it is not part of the PP funding allocation.	Need to target pupils more for the music sessions to ensure that PP group have had a reasonable input compared to non PP group. Music therapy will be offered as part of the curriculum for September 2018. Tennis coaching is only really suitable for higher ability children. We are likely to look at alternatives for the coming year. Sports Centre trampoline group was very successful and pupils made good progress on a fun and active session. After School Club will continue to offer a Bursary fund for half price fees to pupils in PP category. (charity, not school)	£7,450

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

<p>Improved physical access to the curriculum via Rebound Therapy and MOVE targets.</p>	<p>Rebound trampoline in school with the sports coach.</p>	<p>Both Rebound and MOVE targets very successful in the past year, especially for certain pupils</p>	<p>This therapy will continue for pupils with physical needs. Not all pupils access this therapy input but for those with physical needs on PP 100% made at least good progress.</p> <p>Reflexology has been added, delivered by Cara. Feedback has been very positive. We will look to introduce a more targeted approach in the next period and also the possibility of Cara training staff to deliver basic foot massage. This will broaden the range of pupils receiving some benefit from her expertise.</p>	<p>£7,000</p>
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