

Pupil premium strategy statement – Woodfield 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	33.3
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 – 2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Kate Marrs-Gant, Headteacher
Pupil premium lead	Dave Ferguson
Governor / Trustee lead	Carol Kelsey (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,710
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£52,710

Part A: Pupil premium strategy plan

Statement of intent

We strive to ensure that each learner, irrespective of their background and the challenges they face, receives the support they need as an individual in order to progress towards achieving their potential. Our focus is to provide the most positive learning experience we can, taking into account cognitive, emotional, sensory and physical needs, so that all are prepared for their future life beyond the school setting.

The curriculum we offer is individualised to meet specific needs. We recognise that some of our cohort come from a disadvantaged background and therefore require additional support. The funding we receive through Pupil Premium helps us to:

- Enhance the level of support we are able to offer by employing additional staffing in areas such as Family Liaison, Behaviour Support and Moving and Handling.
- Provide specific therapeutic support, including hydrotherapy, music therapy, art therapy, rebound, visiting pony therapy, zumba, yoga and music lessons.
- Provide enrichment activities delivered by external providers such as sensory experience days, zumba and end of topic visits.
- Ensure all staff receive appropriate training in key areas of their work including; moving and handling, behaviour support and communication to ensure they are best prepared to support individual pupil needs.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	All PP learners have an EHCP, many have a diagnosis of ASC and other additional needs
2	The wider reaching impact of the COVID 19 pandemic on emotional and mental health across the school

3	Current assessment systems need to be developed further to enable meaningful analysis of data
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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
All learners are able to self-regulate and engage in meaningful learning experiences	The number and severity of reported behavioural incidences reduces over time for each individual
The relationship with families, parents and carers becomes a positive element of school life. Parents and carers are a key relationship in terms of the learning and development of all learners.	Feedback from parent surveys reflects a more positive view of the school
EfL and CPOMS are used efficiently and effectively across the school to record achievement and behavioural incidents	EfL and CPOMS create data sets that enable an enhanced view of progress across the school that can be analysed to inform curriculum and delivery in future periods
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with parents and carers and achievement of EHCP outcomes.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through observations and discussions with parents and carers and achievement of EHCP outcomes.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 26,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Continued investment in additional out of class staff, such as Behaviour Support, Family Liaison and Moving and Handling teams	<p>The additional capacity enables: Behavioural needs to be addressed across the school in a timely and efficient manner</p> <p>The school to provide support to families, improving the relationships with the school which will encourage a more supportive environment in terms of learners development and co-working and having a positive impact on home life</p> <p>Physical support needs and physio programs to be delivered safely</p> <p>These teams also deliver essential training, advice and guidance across the school.</p>	1, 2
Mental Health first Aiders training	CPD for staff – all learners benefit from a stable and consistent staff team. Much of the learning that takes place in our environment can be directly linked to the quality of the relationships learners have with staff. This training will better equip the school to support our growing staff team to manage their health and lead to reduced staff absence.	2
Development of outdoor learning curriculum – input from external experts to guide remodelling, staff to complete training	The link between time spent outside and mental health is well established. We have extensive grounds that are currently under used. Large parts of these areas are not accessible to all. Many of our learners need significant time outside to self-regulate. Current facilities do not allow us to fully exploit the learning opportunities presented.	1, 2

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued investment in IT infrastructure	Will enable staff to efficiently make records of achievement using EfL and record behavioural incidents directly onto CPOMS. As the data sets grow we will be able to analyse progress and impact of interventions more effectively,	3

	share best practice and identify gaps in provision.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 21,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued access to a variety of additional therapeutic activity on site, including hydrotherapy, music therapy, art therapy, rebound, visiting pony therapy, yoga and music lessons	Therapeutic interventions have a positive impact on wellbeing, which in turn has a positive effect on learners ability to engage in learning activities. There will be a more structured approach in terms of specific aimed for outcomes form these sessions.	1, 2
Enrichment activities – end of topic events, zumba	Following the Herts Steps therapeutic approach model - providing positive experiences leads to positive feelings which leads to positive behaviours. Disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.	2

Total budgeted cost: £ 52, 710

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Success against criteria identified in 2022-23 Strategy statement:

Some of the success criteria are no longer valid as we have moved away from ISEC and access to the community was still restricted. Staffing levels also had an impact on access to some activities.

As a summary, the following data is taken from EHCP Annual Reviews across 2022-23:

	Whole School	PP	Whole school - PP
% achieving at least 50% EHCP targets in communication	82	80	84
% achieving at least 50% EHCP targets in maths	79	87	75
% achieving at least 50% EHCP targets in PSHE	83	86	82

The above data illustrates that, in terms of the achievement of EHCP targets, learners with PP are achieving in a similar way to that of their peers and outperforming in two measures. Broadly speaking, this is a higher level of comparative achievement than expected – a figure of within 80% of less disadvantaged learners was identified as a successful outcome in the last strategy statement. This would seem to indicate that the measures that have been put in place have been effective. EFL and CPOMS will give a fuller picture of achievement across a broader range of criteria in future periods.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	