

# Pupil Premium Strategy for Woodfield School

1. Summary information					
School	Woodfield			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD/PMLD
Academic Year	2020-21	Total PP budget (indicative figure)	£34,890	Date of most recent PP Review (INTERNAL ONLY)	September 2020
Total number of pupils (Statutory School Age)	106	Number of pupils eligible for PP	31	Date for next internal review of this strategy INTERNAL FOR GOOD PRACTICE	April 2021

2. Current attainment		
	<i>Pupils eligible for PP*</i>	<i>Pupils not eligible for PP*</i>
% achieving at least 50% EHCP targets in communication	67%	66%
% achieving at least 50% EHCP targets in maths	50%	66%
% achieving at least 50% EHCP targets in PSHE	80%	58%
(* all information taken from most recent EHCP reviews)		

3. Barriers to future attainment (for pupils eligible for PP )	
<b>In-school barriers</b>	
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
<b>External barriers</b>	
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><b>Outcomes individually matched to pupil need, and will match EHCP aims</b></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>	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.
<b>B.</b>	<b>Communication Assistant time is allocated to ensure maximum accessibility to the curriculum.</b> 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 appropriate to their needs that is updated regularly. 80% of these pupils will make progress in Communication at least in line with the non PP pupils.
<b>C.</b>	<b>Move targets set and therapy group/ rebound therapy attended as appropriate.</b> 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).
<b>D.</b>	<b>Pupils improve their social confidence and independence skills in community and out of school activities</b> 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.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2020-21</b>				
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.					
<b>i. Quality of teaching for all</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>

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"> <li>- Increased Communication Assistant time</li> <li>- iPads and individual equipment as communication devices</li> <li>- Further introduction of PODD Books</li> </ul>	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 - July 2021
Improve pupils social and independence skills through the new curriculum. (Measuring what we value – confidence, independence, self-esteem)	ISEC is firmly established in school as an additional reporting, recording and monitoring tool measuring non-curricular areas..	The 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. This is a monitoring and assessment system that has been developed in house.	Head to lead on ISEC assessments and staff training time allocated in staff meeting/Inset.	GW	End of year assessments on Solar July 2021

**Total budgeted cost**      Approx. £13,540

## 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, lunchtime clubs, additional swimming etc	Herts Music Service Drumming workshops Project Play music groups Music therapy Art Therapy iPad music Lunch time clubs (eg. trampolining, botcha, football, choir, film club) Sensory circuit Outdoor gym Development of Outdoor Learning Yoga Offsite enrichment	<p>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.</p> <p>Some activities will be specifically designed to support self-regulation (ie yoga and sensory circuit). This is an important aspect of social interaction. The school has re-evaluated its commitment to staff training with the introduction of the Friday training slot. This includes the opportunity for class teams to workshop strategies to support individual children with behavioural issues to encourage pro social interactions.</p>	Implemented by quality professional providers such as Herts Music Service to enhance the provision and provide a better quality service. Ensure access to all and overcome access barriers where applicable. Internal reporting systems over seen by Deputy Head help to ensure PP children are accessing the additional opportunities available to them.	SLT	Termly in liaison with outside providers. Access to a number of elements is likely to continue to be limited in the short term due to Covid-19 restrictions.

**Total budgeted cost**      Approx. £10,000

## 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?
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Improved physical access to the curriculum via Rebound Therapy and MOVE targets. Improved emotional wellbeing through reflexology therapy (Cara) Targeted support for hydrotherapy	Rebound trampoline in school with sports coach. Moving & Handling trainer and SENCO support available for MOVE targets. Cara implementing Functional Reflexology. Hydro pool timetable	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. As the number of children in school has grown, access to the school hydrotherapy pool has been more pressurised. We have changed our approach to focus on those children who have an identified need of benefitting specifically from access to a hydrotherapy pool. These children will have greater access. Other children, who would be able to access a public swimming pool more readily, will not be seen as a priority.	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. Children accessing the hydrotherapy pool have targets matched to EHCP aims and outcomes and teachers planning as appropriate. These are monitored by the swimming pool team.	SD SCW,  CP       LB, JL	Termly to see if access for individuals will be maintained End of year teacher assessment Therapist to review termly and advise on how each pupil is benefitting
<b>Total budgeted cost</b>					Approx £10,000

6. Review of expenditure				
Previous Academic Year		2019-20		
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  Further develop the introduction of PODD Books as an additional communication system	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.  Communication is now over seen by the Middle Leaders. They are in a position to monitor and adjust school strategy effectively.  Use of PODD has continued to be extended across the school as appropriate, managed by Communication Leads in conjunction with SaLT's.	This approach will continue in Sept 2020. The demands on the Communication TA time will need to be monitored as the school numbers continue to increase.  PODD has been very well received and will continue to be rolled out across the school as appropriate.  The school is now able to have greater flexibility in the way individual communication needs are met.	£13,450

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.	Success criteria has been met. ISEC is used across the school for all pupils to assess progress. There has been a delay from the DfE as to the introduction of a new assessment system to replace P Levels. We will continue to assess P Levels for English and Maths for the coming year as appropriate.	<p>Moderation activities over the year have indicated that there is still some work to do regarding how ISEC is implemented. The basic premise behind ISEC remains fit for purpose and the system will continue to be developed over the coming year. The emphasis will be on exploring the possibility of developing more age appropriate differentiation in the system, reflecting how the same aspect will be approached differently as a child progresses through the Key Stages in school.</p> <p>The introduction of the Friday afternoon training slot has provided a huge increase in opportunities for all staff to develop their skill sets in a wide variety of areas. This has had a positive impact across the school and will continue to be developed in the coming year.</p> <p>Staff training opportunities made available during the Summer Term lockdown were very well received by staff and assisted in broadening general understanding across multiple areas</p>
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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, additional swimming etc	<p>Herts Music Service Drumming workshops Project Play music groups Music therapy Art Therapy iPad music Lunch time clubs (eg. trampolining, botcha, football, choir, film club) Sensory circuit Outdoor gym Development of Outdoor Learning Yoga Arts Award Offsite enrichment</p>	<p>Members of the Pupil Premium group have accessed a variety of additional activities across the year. These activities include drumming, sensory circuit, choir, music therapy, reflexology, yoga, project play, iPad music and art therapy. Access to offsite enrichment activities has been limited following the Coronavirus pandemic. The Arts Award was particularly successful and we hope to be able to expand access to this resource in the future.</p> <p>Some of the PP group attend After School Club. A bursary is available and offered to parents (due to 'hardship'). Though accessed by some pupils, this support is not part of the PP funding allocation.</p>	<p>The permanent sensory circuit had been very beneficial to pupils across the school, not just those accessing Pupil Premium. Having lost the space due to internal reconfiguring we have looked to make use of alternative spaces. There is a permanent circuit in a smaller space in the dining hall. This is realistically only available to the lower school. Outside spaces have been used where possible. The Summer Lockdown and bubble systems have had a huge impact on the school as a whole. We will look to use some of the Coronavirus Catch Up funding to purchase additional equipment to enable more groups to have access to a circuit in the coming year.</p> <p>Access to external services have also been limited in some aspects due to Coronavirus restrictions. We will continue with this approach and take up services again once they are available to us.</p> <p>We plan to expand the Outdoor Learning provision on offer by introducing upper and lower school leads once training is available.</p> <p>After School Club will continue to offer a Bursary fund for half price fees to pupils in PP category (charity, not school).</p>	£10,000

**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. Improved emotional wellbeing through reflexology therapy (Cara)</p>	<p>Rebound trampoline in school with sports coach. Moving &amp; Handling trainer and SENCO support available for MOVE targets. Cara implementing Functional Reflexology. Hydro pool timetable</p>	<p>Both Rebound and MOVE targets continue to be successful approaches, especially for certain pupils.</p> <p>Reflexology offer continues to develop. Pupil Premium children are targeted to receive the service.</p> <p>Use of the hydrotherapy pool has been reviewed. We are now taking a targeted approach, with the emphasis on the therapy aspect of the pool as opposed to general swimming. This has been extremely beneficial for those having access.</p>	<p>Feedback for reflexology has been very positive. There are licensing limitations that can restrict the therapy being rolled out to larger numbers. We are looking onto ways of addressing this. 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. This continues to be the approach as progress has been limited due to Coronavirus restrictions.</p> <p>Access to rebound became limited due to issues with access to necessary repairs to the trampoline. This has now been resolved. Access to the equipment has also been limited due to Coronavirus restrictions. Once available to us we will continue with this approach.</p> <p>The targeted approach to the use of the hydrotherapy pool has been very beneficial to those accessing it. We will continue with this approach.</p>	<p>£10,000</p>