

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Woodside Academy
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 within a 3 year long term plan
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kathryn Freame
Pupil premium lead	Catherine Aucott
Governor / Trustee lead	Denise James-Mason

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,380
Recovery premium funding allocation this academic year	£20,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£97,970

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

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, such as high-quality teaching. 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.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the School led tutoring Programme, (subject to successful recruitment), for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally can make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be marginally lower in most subjects compared to non-disadvantaged pupils. 2020-2021 data indicates that this trend is most recognisable in maths outcomes, in particular Number and Shape, Space and Measures.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
4	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

## 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
Further embed personalisation of learning (Personalised Learning Plans)	All learners make sound and sustained progress as reflected in academic and PLP data. Learners are given every opportunity to develop more knowledge, skills and ability. Reduction in number of behavioural incidents. Gaps identified in Number and Shape, Space & Measures (SSM) are narrowed through interventions coordinated by Maths Lead. Number narrowed by 11% and SSM narrowed by 25%.
Further develop communication, sensory, social and emotional skills to promote progress and support wellbeing.	Class teams have a better understanding and greater confidence to meet children's sensory and communication needs. Communication tools are used more consistently throughout the day.

	<p>SEMH specialist teacher work to support specific students with identified SEMH needs disseminating agreed and successful strategies and approaches with the staff as appropriate.</p> <p>PBS plans are refined so that learners further develop their readiness for learning and skills across the school day in the areas of:</p> <ul style="list-style-type: none"> <li>- communication,</li> <li>- self-regulation,</li> <li>- self-awareness and self-management including sensory needs.</li> </ul> <p>All learners make sound and sustained progress.</p> <p>Learners are excellently prepared well for the next phase of their education or life.</p>
<p>Enhance pastoral provision to support personal development and targeted support for emerging issues based on a range of data streams.</p>	<p>Ongoing review and development of PBS plans</p> <p>In-school identification of barriers which are affecting learning matched to targeted response through a range of intervention offers via the pastoral /class team as appropriate.</p> <p>Additional bought-in SEMH partner to provide support in school and at home.</p>
<p>Promote health and wellbeing &amp; vocational skills through enhancing opportunities for Learning Outside The Classroom.</p>	<p>Teachers accurately identify next steps for personal development through PLPs, PSBW plans and pupil progress meetings.</p> <p>Learners develop an increasingly secure understanding of the importance of a healthy lifestyle and the impact that this has on their physical, emotional and mental health and wellbeing.</p> <p>Development of specific outdoor learning spaces.</p> <p>Learners develop sense and experience of the wider (local) community.</p> <p>Learners and staff have the opportunity to learn and work outdoors.</p> <p>Learners are taught to:</p> <p>Look after and respect their environment develop skills to grow their own food.</p>
<p>Learners can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p>	<p>Through achievement of EHCP termly outcomes, also identified on Personalised Learning Plans.</p>

Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are able to access high quality work experience and careers mentoring. All pupils access college placements and employment opportunities on a par with peers.
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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: £125,009**

*Maths TLR: £4,945*

*School commissioned services:*

*76% FTE Specialist SaLT £45,599 (School funds remaining 24% of this cost)*

*Additional SaLT: £35,460*

*Additional Occupational Therapy £11,966*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of a maths Teaching and Learning Responsibility lead to develop and improve maths teaching across the school in line with DfE guidance. The lead will engage with our local research school and maths hub to develop the quality of maths teaching through CPD.	KS1-3 Gaps in Number (68% pp: 81% non-pp) and SSM (47% pp :77% non-pp).  The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS1 and 2.pdf (publishing.service.gov.uk)</a>	1
Purchase of 0.8 fte highly ASD specialist of Speech and Language Therapist (SALT) TA time.	To coordinate and deliver: Bespoke and responsive CPD across the whole school Interventions from the SaLT team including Zones of Regulation, SignALong, ScertsPECS, Talkabout	2

	(School to fund additional costs associated with role from HNF)	
CPD programme delivered by SALT (Singalong, What is Autism, BLANKs training) and OT and tailored to different cohorts across the school in order that staff are upskilled to ensure that barriers associated with communication and sensory and emotional regulation can be reduced. Parent training delivered via Therapy links SaLT ( <i>What is Autism?</i> ) and OT.	Improved consistency with communication and independence.  Further development of pedagogy to support the SEND of all children to ensure that they make as much progress as possible despite impact of pandemic on education.  Parents are further empowered to understand autism and support their child's learning.	2, 3

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

Budgeted cost: *Included within staff resource costs*

Activity	Evidence that supports this approach	Challenge number(s) addressed
15-minute reading sessions from all members of staff for disadvantaged pupils that require further support. Each pupil to receive one session per week for two terms.	Understanding the meaning of a text requires a combination of word recognition and language comprehension: <a href="#">Learning to Read: "The Simple View of Reading"   National Center on Improving Literacy</a>	2,4

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

Budgeted cost: *Included within staff resource costs and indirectly through SaLT and OT additional provisions outlined above.*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deep knowledge of the learners, their communication and essential ingredients for their learning are capture in highly effective PBS &amp; wellbeing plans. As a result, interventions assigned and led by support mentors (zones of regulation, Lego therapy etc).</p>	<p>Deep knowledge of the children, their communication and essential ingredients for their learning are capture in highly effective Positive Behaviour Support &amp; wellbeing plans</p>	<p>5</p>
<p>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.</p>	<p>We have observed that sensory equipment and resources such as soft play equipment (tunnels, ball pits, slides), weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p>	<p>3</p>

**Total budgeted cost: £97,970**

**Total premium grant : £97,970**



## 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.

Our internal assessments during 2020/21 indicated that disadvantaged pupil's academic and wider development outcomes were in general below what was anticipated, in the subjects of Number and Shape, Space & Measures. Despite being on track during the year 2019/2020, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, even when pupils were not in school, via quality remote learning from all class teachers. This included timetabled lessons, videos of staff completing attention autism sessions and reading stories for learners to watch. The school also utilised resources such as those provided by Oak National Academy. However, it was challenging to provide differentiated support to our learners and parents online.

Our assessments and observations suggested that for many learners, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

PLPs (personalised learning plans) were embedded and used to inform the Annual Review process. This led to an improvement in the personalisation of learning with staff tailoring their approach to individual learners.

PBS plans were continued and implemented for all learners. Support for teachers was given from support mentors when completing PBS plans to ensure consistency across the school.

Further support from SaLT team was slowly being introduced across the school (delayed due to Covid-19 impact. This will be a continuing development required to refine and improve consistency in 2021 – 2022.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as work experience for our 14-19 learners.
- Participation in the cross-borough Specialist Learning Partnership (SLP)

### **Planning, implementation and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice including the OWL approach (EEF) We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have explored the EEF approach for continuous improvement and have implemented some aspects via the school development plan.