



**Woodlane High School**  
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# Woodlane High School

## Review: Additional Funding (2021-2022)

**Including: Pupil Premium, Year 7 Catch Up and other forms of funding for disadvantaged children.**

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## Planning: Additional Funding (2020-2021)

At Woodlane High School we consider additional funding to be any payments received outside of the base or top-up funding per pupil, within the set national guidelines. For 2020/21, these payments are defined by the DfE as follows:

### Disadvantaged pupils:

Pupils in Years 7 to 11 recorded as Ever 6 FSM	£935
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Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
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Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order	£2,300
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### Service children:

Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£300
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### Covid Recovery Premium:

A one-off package of funding to support education recovery. Schools should deliver evidence-based approaches for supporting disadvantaged pupils.	£290 for each pupil on roll at the October 2020 census listed as FSM.
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### Pupil premium per pupil:

### Service premium per pupil

### Recovery premium per pupil:



## Financial Implications and Expected Funding

### Pupil Premium:

Guidance states that **Pupil Premium** funding should be used for “*raising the attainment of disadvantaged pupils and closing the gap with their peers.*” The table below highlights a significant fall in numbers receiving PP from 2015 and 2016. The impact of universal free school meals in KS1 led to a dip in the proportion of parents claiming FSM, despite being eligible. See the PP evaluation documents on the school website for details on how money received was allocated and spent in previous years.

Academic Year:	2021/22	2020/21	2019/20	2018/19	2017/18	2016/17	2015/16
Pupils Eligible:	58 (54%)	58 (54%)	44 (44%)	40 (37%)	42 (44%)	62 (62%)	61 (61%)
Funding Received:	£54,436	£54,436	£41,140	£37,400	£39,270	£58,220	£57,035

### Looked After Children:

A pupil who is classed as a **Looked After Child (LAC)** or has **ceased to be looked after by a local authority** has additional funding attached to their placement, totalling £2,300 per year. This funding is held by Virtual Schools who also determine how it is spent. Due to how this is planned and spent, this funding does not form part of this budget as it is not ‘received’ by the school. Instead, it is used to provide resources etc. for each individual pupil. Woodlane has no pupils with parents in the armed forces.

Academic Year:	2021/22	2020/21	2019/20	2018/19	2017/18	2016/17
Pupils Eligible:	2 (2%)	2 (2%)	2 (2%)	2 (2%)	3 (4%)	3 (3%)
Virtual School's Budget:	£4,600	£4,600	£4,600	£4,600	£6,900	£6,900

### Covid Recovery Premium: (previously Covid Catch Up Premium)

The Covid Recovery Premium replaced the Covid Catch Up Premium this academic year. The main difference between the two is that the Recovery Premium is funded based on the number of disadvantaged pupils within the school, rather than targeting all pupils. The guidance states: “*Building on the pupil premium, this funding will help schools to deliver evidence-based approaches for*



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*supporting disadvantaged pupils.*" The school's SEF/SIP highlights the school's planning, spend and success criteria in regards to recovery.

<b>Academic Year:</b>	2021/22	2020/21
<b>Pupils Eligible:</b>	58 (FSM pupils)	104 (all pupils)
<b>Funding Received:</b>	£16,820	£24,960



## Areas of Focus

The school uses 3 distinct areas to identify and define how finance will be spent. These tie in to the DfE advice and guidance regarding Pupil Premium and all other additional funding streams.

These include:

1. To close the gap, in terms of *outcomes achieved and the progress of pupils* between:
  - a. pupils in receipt of pupil premium and their peers, and
  - b. all pupils, in comparison to where we would have expected them to be had the Covid-19 pandemic not impacted education so greatly, and
  - c. pupils from more deprived backgrounds, who have inevitably been more significantly affected by the Covid-19 pandemic, in comparison to their peers.
2. Further improve the behaviour, attendance, punctuality and general well-being of key groups including:
  - a. pupils in receipt of pupil premium, and
  - b. pupils who are returning to school after significant periods of absence caused by the Covid-19 pandemic.
3. To ensure staff are equipped with increased knowledge and understanding in order to support disadvantaged pupils.

These three areas of focus aim to address key barriers and challenges that are often typical of a pupil who receives this funding. These are further broken down below:

Funding Type:	What is the funding aiming to address?
Pupil Premium	<p>At Woodlane High School, pupils who receive Pupil Premium (PP) can face a wide range of difficulties. These barriers to learning are not typical of every pupil who receives the payment, and are also not limited to those pupils who receive PP. A pupil who receives PP <u>may</u> experience:</p> <ul style="list-style-type: none"><li>• Less financial support within the home.</li><li>• Less access to basic needs.</li><li>• Less support for school work/emotional support.</li><li>• Less opportunities for independence.</li></ul> <p>These barriers <u>could</u> affect the progress of a pupil who attends Woodlane High School in significant ways, including:</p> <ul style="list-style-type: none"><li>• Low aspirations.</li></ul>



	<ul style="list-style-type: none"><li>• Low engagement in school life.</li><li>• Low prior attainment.</li><li>• Slower progress.</li><li>• Increased behaviour difficulties.</li><li>• Low attendance and punctuality.</li><li>• Low reading/writing/numeracy ages.</li><li>• Increased difficulty accessing the curriculum.</li></ul> <p>NB: The information above is based on DfE documentation on the use of Pupil Premium <a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a></p>
<b>Looked After Children</b>	<p>Looked after children come from a range of different backgrounds and have varied experiences of care. Each child has their own different and specific sets of needs. This is why their funding is applied to individual cases, rather than the wider cohort.</p> <p>Their experiences before and during care makes them a particularly vulnerable group of young people. Children may enter care for all sorts of reasons, but many enter because they have been abused or neglected. These experiences can leave children with complex emotional and mental health needs, which can increase their vulnerability to abuse.</p> <p>NB: The information above is based on NSPCC documentation on Looked After Children. <a href="https://learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children">https://learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children</a></p>
<b>Covid Recovery Premium</b>	<p>In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery. The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the pupil premium, this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.</p> <p>It is widely accepted that the most vulnerable pupils and pupils from disadvantaged backgrounds have been most affected by the pandemic. This funding was issued to support programmes that the school deemed suitable to identify gaps in learning and replace the missed opportunities during both periods of school closure in 2020 and 2021.</p> <p>NB: This information is taken from the DfE guidance: <a href="https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding">https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding</a></p>



## Overview of Expected Spending

Additional funding is used in a range of ways to meet the main objectives of the school's SEF/SIP. Specific areas of focus are drawn out and paid for by these additional funding streams.

Funding Type:	Item:	Expected Costs:
Pupil Premium	A proportion of the salary of the Lead Practitioner role, who: <ul style="list-style-type: none"><li>Coordinates evidence based targeted interventions that are delivered by a range of different staff to all pupils.</li><li>Delivers a range of targeted interventions to specific pupils.</li></ul>	<ul style="list-style-type: none"><li>£34,220 (58% of the salary) – expected to be fully spent.</li></ul>
	A proportion of the cost of educational visits, trips and experience-based opportunities, including: <ul style="list-style-type: none"><li>Funding to allow pupils from lower income families to attend the school camping trip.</li><li>Funding to ensure pupils from lower income families can receive reduced costs/fees for a wide range of other school trips and events.</li><li>Funding to allow for in-school visitors and CEIAG providers to enrich learning.</li></ul>	<ul style="list-style-type: none"><li>£500 deposit for school camping trip leading to a reduced cost for PP pupils.</li><li>£500 budgeted and spent to further support low income families with cost, equipment etc.</li><li>£1,000 budget spent to support additional educational visits where there would be an expected family contribution.</li><li>£1,000 PP allocated budget for school visitors.</li></ul>
	A proportion of the cost of activities, items, strategies, and other provision designed to raise progress, including: <ul style="list-style-type: none"><li>Mega rewards to encourage greater participation and effort within class.</li><li>Attendance reward prizes and visits to encourage improved attendance and punctuality to school.</li><li>End of year pupil awards, e.g. Most Improved Literacy.</li><li>Resources for the Christmas Shop – Enterprise Project.</li></ul>	<ul style="list-style-type: none"><li>Mega and attendance rewards - £1,500 budgeted.</li><li>End of Year Awards £150.</li><li>Christmas Shop enterprise project resources £200.</li></ul>



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	<p>A proportion of costs associated with the training and development of all staff with responsibility for supporting pupils in receipt of Pupil Premium. This included:</p> <ul style="list-style-type: none"><li>• Mental Health First Aid</li><li>• HLTA Training, including those assigned to support mental health and wellbeing.</li><li>• Counselling Training for MMH Lead.</li></ul> <p>Funding to enable pupils in receipt of Pupil Premium to have their basic needs met, including:</p> <ul style="list-style-type: none"><li>• Funding that supports pupils from lower income families to access school uniform and PE kit.</li><li>• Funding to ensure pupils from lower income families have access to a free breakfast and after school clubs without 'payment stigma'.</li><li>• Funding to improve the school's sensory garden to be used with all pupils, and particularly Nurture Class.</li></ul>	<p>Whole school budget set and spent. 58% of funding attributed to PP on various key areas as detailed:</p> <ul style="list-style-type: none"><li>• DSL - £1,100</li><li>• MH First Aid - £800</li><li>• HLTA - £800</li><li>• Counselling - £600</li></ul> <ul style="list-style-type: none"><li>• £1,500 budget for 'un-paid' PE kit – gifted to PP pupils.</li><li>• £5,000 of PP funding used to ensure breakfast club remains free.</li><li>• £3,000 of PP funding used to maintain a range of after school clubs.</li><li>• £911 = 58% of overall spend on sensory garden</li></ul>
<b>Covid Recovery Premium</b>	<p>A small proportion of the salary of the two Lead Practitioner roles, who:</p> <ul style="list-style-type: none"><li>• Coordinates evidence based targeted interventions to a wide range of pupils, designed to catch up pupils whose progress has dipped in a specific area.</li><li>• Delivers targeted interventions to specific pupils.</li></ul>	<p>Lead practitioner interventions costed at £450 per intervention – inclusive of 12hrs of delivery/planning/evaluation.</p> <ul style="list-style-type: none"><li>• £8,100 costed across the 2 Lead Practitioners. Minimum 18 interventions expected over the full year.</li></ul>
	<p>A small proportion of the salaries of staff delivering targeted interventions based on needs identified by school, parents and the pupils themselves.</p>	<p>Single interventions costed at £60 per pupil for 4 hours of a targeted intervention, inclusive of delivery/planning/evaluation.</p> <ul style="list-style-type: none"><li>• Over the year, there is an expectation that a minimum of 100 of pupils will receive a</li></ul>



		targeted intervention in the were included through, costing £6,000
	After school/weekend clubs planned to provide Covid-19 Catch-up opportunities.	Staff over-time for weekend or evening clubs approximately £1,500.
	Resources and activities specifically designed to support pupils to re-engage with their learning, catch up with their peers and ensure progress is as high as possible for each pupil regardless of any additional time off from Covid-19.	<ul style="list-style-type: none"><li>• General sensory and OT resources - £700</li><li>• Computer programmes to support interventions - £1,000</li><li>• Therapy and training support - £1,500</li></ul>
<b>Total Expected Expenditure: £18,800</b>		

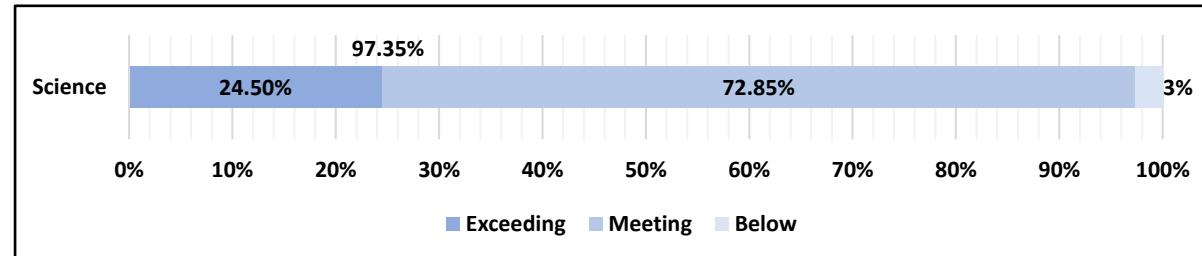


## Impact of Funding

The following areas of success are taken from the school's SEF/SIP and Progress/Outcome reports.

### 1. Close the gap in terms of outcomes achieved and the progress of pupils.

The overall expected impact of the school's actions.	<b>What did we set out to achieve?</b>  <b>Expected Success Criteria:</b> <ul style="list-style-type: none"><li>- At least 97% of pupils meet expected progress in Science.</li><li>- At least 50% of pupils exceed expected progress in Science.</li><li>- An aspirational target of at least 90% of pupils meeting expected outcomes is achieved.</li><li>- At least 50% of pupils exceed expected outcomes in Science.</li><li>- Ensure the vast majority of 'groups' meet expected progress.</li><li>- The proportion of pupils who exceed expectations in Science, with particular focus on key groups: girls; PP; SEND and key Ethnicity groups, increases in line with their peers.</li><li>- At least 97% of pupils meet expected progress in Maths.</li><li>- At least 60% of pupils exceed expected progress in Maths.</li><li>- At least 90% of pupils meet expected outcomes in Maths.</li><li>- At least 60% of pupils exceed expected outcomes in Maths.</li><li>- The gap is narrowed between PP and Non-PP in exceeding expectations.</li></ul> <b>Evidence of Impact</b>  The percentage of expectations met and exceeded in Science at the end of the Summer Term was maintained at the same high level as the Spring Term - 97%. The proportion exceeding also rose by 8%. The upward trajectory of Science progress is evident when comparing term to term or year to year. The proportion of pupils meeting expectations has now crossed the Outstanding threshold and is significantly higher than the percentage achieved in the previous Summer Term (88.3% compared to 97.35%). Data from this term in addition to outcomes suggests that progress is currently 'Good+' in Science. Whilst an increase in pupils exceeding expectations (currently 24.5%) is required in order to meet the outstanding threshold, we can see substantial gains and impact from the additional recovery/STEM lessons that pupils have received.
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The Pupil Premium data highlights inconsistencies. Pupils not in receipt of PP are behind their peers in the proportion meeting, but over 7% in front in expectations met. This inconsistency is important to examine and rectify although the true numbers behind the percentages remain small.

Science - Analysis by Pupil Premium 2021/2022 – Summer Term							School Totals (104)	
	Exceeding	%	Meeting+	%	Below	%	Total	%
PP:	26	20.31% <span style="color:red;">*</span>	101 (127)	99.22% <span style="color:blue;">★</span>	1	0.78%	43	41.35%
Non-PP:	48	27.59%	119 (167)	95.98% <span style="color:red;">*</span>	7	4.02%	61	58.65%

Results for Science in 2021/22 show a rise in pupils exceeding expectations from 2020/21. This increase ended a 4-year pattern of a falling proportion of pupils exceeding expectations. A small reduction in the proportion meeting is also present this year which highlights that there is still some work to be done. Achievement has fluctuated yearly in Science for a number of years, but this is the first year in 3 where there is evidence that the trend is now upward. Results compared to the school target are considered **Good**, as the large majority of pupils continue to meet the standards expected of them within the school and nationally.

Achievement in Science 2021/2022 – Year 11 Leavers			
Year 11 Leavers: (16)	Exceeded	Met	Below
Pupils	6	6	4
Percentages	37.5%	75%	25%
Core: Mean Percentage	58%	92%	8%



The progress of the largest 4 ethnicity groups in Science has been analysed below. Within the 4 largest groups, all 4 achieved a percentage of pupils meeting expectations that meets the outstanding threshold. Interestingly, this means that there are 5 other pupils not meeting expectations, in other smaller ethnicity groups. All 4 groups rose from the Spring Term, but WBRI did not achieve the same standards as their peers.

Science - Analysis by Ethnicity 2021/2022 – Summer Term							School Totals (104)*	
	Exceeding	%	Meeting+	%	Below	%	Total	%
<b>BAFR</b>	10	22.22%	34	97.78%★	1	2.22%	16	15.38%
<b>OOTH</b>	9	25.00%	27	100%★	0	0%★	20	19.23%
<b>WBRI</b>	8	12.12%	56	96.97%	2	3.03%	23	22.12%
<b>WOTH</b>	5	23.81%	16	100%★	0	0%★	7	6.73%

\*Please note, only the 4 largest groups are analysed here.

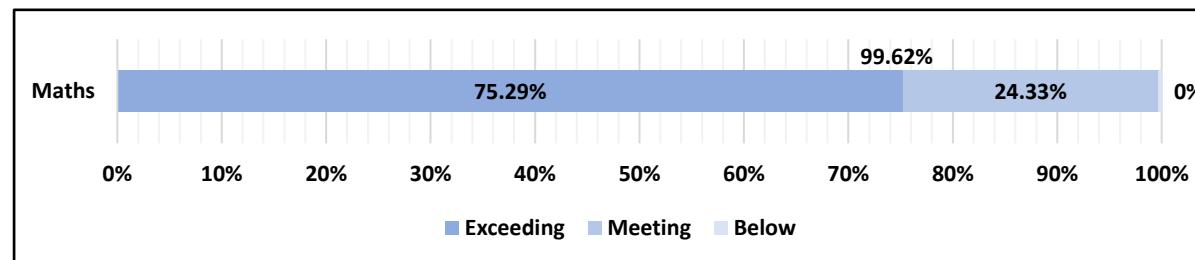
In Science, the 4 largest SEND Primary Need groups have been analysed. 2 areas of note include, the ASD group who bucked the trend in Science and achieved 100% of expectations. Additionally, the OTH group achieved a high proportion of pupils exceeding expectations, (35%) continuing this group's excellent progress from the Spring Term. The SLCN group saw the most consistent progress with ¼ of all pupils exceeding and securely over the outstanding threshold for meeting.

Science - Analysis by Primary SEND 2021/2022 – Summer Term							School Totals (104)*	
	Exceeding	%	Meeting+	%	Below	%	Total	%
<b>ASD</b>	15	18.52%	66	100%★	0	0%★	28	26.92%
<b>MLD</b>	3	12.50%	19	91.67%	2	8.33%	8	7.69%
<b>OTH</b>	17	35.42%	28	93.75%	3	6.25%	17	16.35%
<b>SLCN</b>	24	25.00%	70	97.92%★	2	2.08%	32	30.77%

\*Please note, only the 4 largest groups are analysed here.



In Maths The percentage of expectations exceeded and met at the end of the Spring Term has remained at 99% at the end of the Summer Term. This is above the school's outstanding threshold of 97%, and combined with other information, including excellent pupil outcomes, continues to reflect that Outstanding progress is being made in Art. The proportion of pupils exceeding expectations is just over the outstanding threshold too, and back in line with previous years and pre-Covid-19 progress.



Results within Mathematics for 2021/22 are **Outstanding** and have continued at a similar level to the last two years when significant improvements were seen. Maths is also well above the school's threshold for outstanding achievement. The proportion exceeding expectations rose to the highest level since this measure was introduced. Results in Maths were above the core subject mean percentages and show an upward trend over time.

Achievement in Maths			
2021/2022 – Year 11 Leavers			
Year 11 Leavers: (17)	Exceeded	Met	Below
Pupils	14	3	0
Percentages	82.35%	100%	0%
Core: Mean Percentage	58%	92%	8%

Woodlane has compared the progress of those *pupils who receive Pupil Premium* (under the Ever 6 formula) and those *pupils who do not*, within English, Maths and Science. By the end of the academic year, data shows that, *those who receive PP* made as rapid progress and met/exceeded expectations as regularly as their peers.

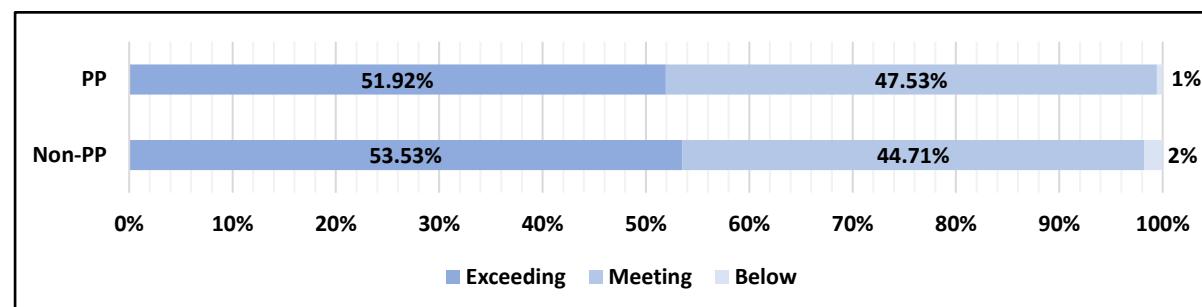


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A small gap of 1.5% exists in the proportion of pupils exceeding expectations, but the opposite gap (1.2%) is also present when looking at expectations met. These small gaps have closed over the year. The gap is extremely small when considering the gap nationally widened during the pandemic. Both groups made outstanding progress.

Pupil Premium - Analysis in Core Subjects 2021/2022 – Summer Term							School Totals (104) *	
	Exceeding	%	Meeting+	%	Below	%	Total	%
PP	189	51.92%★	173	99.45%★	2	0.55%	43	41.35%
Non-PP	273	53.53%★	228	98.24%★	9	1.76%	61	58.65%



As discussed throughout the core subject sections of this document, gaps in progress are extremely small between those in receipt of PP, and those who are not. Pupils in receipt of PP meet expectations more commonly, but those not in receipt exceed more commonly and both of these groups are within 2% of each other. This gap fluctuates commonly at Woodlane, but whenever it grows, it is always closed again rapidly.

The impact of recovery lessons on progress.

## What did we set out to achieve?

### Expected Success Criteria:

- Our Covid recovery programme for KS3, covers 3 timetabled booster lessons per week (2+ hours). KS4 (particularly Year 11) receive 2 additional timetabled lessons per week, as well as targeted lunchtime and after school support sessions, (3+ hours per week),
- Recovery lessons have a positive impact on attainment and pupils track towards outstanding progress.
- All pupils who are absent, but well enough to learn, participate in online learning.
- Timetable recovery Science lessons to specifically target gaps in learning caused by the Covid-19 pandemic:



- Increase Science curriculum time by 80 minutes per week in the Autumn Term.
- Subject Leader to train, provide planning, resources and support for non-subject specialists.
- Plan cross-curricular links with Maths e.g. problem solving.
- Plan for increased practical tasks.
- Timetabled Year 11 recovery lessons with the Subject Leader raise progress through increased flexible curriculum time on a Thursday.

### **Evidence of Impact**

Timetabled recovery Science lessons took place weekly to specifically target gaps in learning caused by the Covid-19 pandemic:

- Increased Science curriculum time by 80 minutes per week in the Autumn Term. Continued for the whole year due to positive progress.
- Subject Leader trained, and provided planning, resources and support for non-subject specialists.
- Planned and delivered cross-curricular links with Maths e.g. problem solving.
- Planned for increased practical tasks.

Science recovery lessons have had a notable impact on pupil progress, (see Summer Term Progress Report 2021/22). This included progress rising from 95.71% of pupils meeting expected progress in Science, in the Autumn Term to 97.35% in the Summer Term, exceeding the outstanding threshold.

There has been an 9% rise from Summer Term 2021 in the proportion of pupils meeting expectations, showing the impact of targeted Science support and Recovery.

The proportion of pupils exceeding expectations rose from 12.86% in the Autumn to 24.5% in the Summer. This is still an area that requires focus, as it lags behind the other core subjects, but demonstrates positive steps forward.

100% of pupils in Year 11 made expected progress and 43% of pupils in Year 10 exceeded expectations, which is more in-line with other subjects.



	<p>A similar number of pupils were analysed in the 3 Science strands, (Biology Chemistry and Physics), and there is very little difference between these.</p> <p>The Pupil Premium data highlights that pupils not in receipt of PP are a little behind their peers within Science in the Summer Term. Whilst it is pleasing to see PP pupils performing so well, both groups need to demonstrate similar levels of progress. The gap is currently 3.2% - which has fallen from the Autumn Term.</p> <p>In Science, new resources to meet the needs of our current pupils have been purchased and are in use, for example:</p> <ul style="list-style-type: none"><li>- Parts for electrical circuits which are easier for those with poor fine motor skills to connect and disconnect.</li><li>- Large display timers and new measuring equipment with clearer markings are being used by pupils with VI.</li><li>- Molymods are used to make the teaching of bonding and the theory of chemical reactions more kinaesthetic.</li><li>- Collins Connect an online resource for teaching Science was purchased to allow non-subject specialist teachers access to high quality teaching resources.</li></ul>
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## 2. Further improve the behaviour, attendance, punctuality and general well-being of key groups that contain pupils in receipt of pupil premium, specifically:

The overall expected impact of the school's actions.	<b>What did we set out to achieve?</b>  <b>Expected Success Criteria:</b> <ul style="list-style-type: none"><li>- Pupils have accessed a variety of educational visits, competitions etc.</li><li>- At least 3 visitors have met with pupils in school and inspired them.</li><li>- Staff continue to act as role models.</li><li>- Staff engage in positive behaviour policy training and implement strong behaviour management.</li><li>- Pupils are observed in lesson observation displaying excellent behaviour for learning.</li><li>- Targeted interventions reduce the number of office referrals for named pupils by at least 25%.</li><li>- Pupils make positive reports regarding break and lunch time behaviour in a pupil conference and school council meetings.</li><li>- The number of break and lunch time referrals reduce by at least 50%.</li><li>- The number of corridor office referrals reduce by at least 50%.</li><li>- All staff have received an attachment awareness recap and continue to use strategies. This is evidenced in a Learning Walk.</li><li>- Pupils report in pupil conferences/questionnaires that they feel well supported in all subject areas.</li><li>- At least 6 pupils receive travel training throughout the year.</li><li>- Travel training outcomes are evident in relevant Annual Reviews.</li></ul> <b>Evidence of Impact</b> <p>The STEM Recovery programme has raised the profile of Maths and Science across the school. An educational visit to the Crystal Maze Live Experience took place on 26/11/21 as a reward for pupils who achieved exceptionally well on the STEM Marble Run project. A maths outdoor learning day took place on 29/03/22. Pupils had the opportunity to select from 6 different activities, including local educational visits. Feedback from pupils was positive (see summery report).</p> <p>7 x educational visits took place over the course of the year in Humanities. The focus was RE, (exploring a place of worship), Geography, (exploring local wild life in Holland Park) and Vocational Studies, (visit to local places of work).</p>
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	<p>27 educational visits have taken place this academic year to date (see risk assessments).</p> <p>4 visitors have currently attended to support pupil career progression:</p> <ul style="list-style-type: none"><li>- In November and December 2021. Let me play, careers sessions took place. This was done through videos, games, discussions and hands on activities. 28/01/22 –</li><li>- Reduce, Reuse, Recycle (global issues topic), pupils had a virtual tour and presentation from the recycling centre for Hammersmith and Fulham. Pupils learnt about the impact we as humans are having on the planet and what can we do through Reduce, Reuse, Recycle to help. Pupils enjoyed videos Q&amp;A and fact learning. From March 2022, Turning Point – Trained SRE educators came to explore consent, resilience, peer pressure and how to say no in challenging and stressful situations. Pupils learnt through discussions, feedback, videos and games. They learnt techniques to help themselves as well as peers and showed great engagement in the topics.</li><li>- 04/03/22 – Turning point healthy relationships – Trained SRE educators came to explore the impact of healthy and unhealthy relationships with Year 9. Pupils explored signs to look out for themselves as well as peers, how to seek advice and support, as well as how to deal with the situation if they ever faced it (saying no, consent). Pupils demonstrated better understanding of the topic after the session.</li></ul> <p>High expectations of SLT and staff ensure they continue to act as role models.</p> <p>School council positively fed back regarding behaviour and safety (see minutes).</p> <p>Questionnaire feedback from pupils states that:</p> <ul style="list-style-type: none"><li>- 86% of pupils believe that pupils at Woodlane behave well (11 pupils disagreed) (pupil questionnaire, February 2022).</li><li>- 99% of pupils feel the school deals with any problems so they feel safe (<i>1 pupil stated they do not feel safe - please note, when interviewed this was a general feeling of safety and anxiety, rather than feeling unsafe at school. Significant support is in place for this pupil</i>) (pupil questionnaire, February 2022).</li><li>- 100% of staff feel the pupils are safe at Woodlane (September 2022 staff questionnaire).</li><li>- 100% of staff feel behaviour is good at Woodlane (September 2022 staff questionnaire).</li></ul> <p>In 2021/2022, structured and timetabled activities at break times included: football; handball; cricket etc. These were varied in the Spring and Summer term to reflect the change in weather to include activities such as, Tennis</p>
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and outdoor fitness. These structured activities have helped to support the reduction in referrals in the playground by 24% when compared to the 2018/2019 academic year.

Interventions in the 2021/2022 academic year supported a reduction in Corridor by 36% when compared to the 2018/2019 Academic Year.

6 pupils have moved to travel independence this year following completion of their travel training programme. Attendance for travel trained pupils in the academic year was 97%/96%/96%/93%/93%/ 85%. 1 pupil was below 90% this can be attributed to the family going on extended holiday at the start of the academic year. 2 out of the 6 pupils travel trained have increased incidents of lateness to school while the others have never been late to school since being travel trained. 3 out of the 6 pupils travel trained attend clubs.



### 3. To ensure staff are equipped with increased knowledge and understanding in order to support disadvantaged pupils, specifically:

The overall expected impact of the school's actions.	<b>What did we set out to achieve?</b>  <b>Expected Success Criteria:</b> <ul style="list-style-type: none"><li>- Relevant training has taken place, which feeds into practice, excellent practice is evident in lesson observations.</li><li>- Shared TA classroom resources are in use and evident in lesson observations.</li><li>- Staff agree, in the annual questionnaire, that training/support is strong and that SLT offer opportunities for CPD.</li><li>- Staff engage in positive behaviour policy training and implement strong behaviour management.</li><li>- Staff have received safeguarding training and their knowledge remains strong.</li></ul> <b>Evidence of Impact</b> <p>All staff have undertaken significant training, both internally and externally (see training log 2021/2022), including:</p> <ul style="list-style-type: none"><li>- Safeguarding and child protection</li><li>- Prevent</li><li>- Emotion coaching</li><li>- Assessment</li><li>- Behaviour</li><li>- NPQML</li><li>- Subject specific training etc.</li></ul> <p>94% of staff state the school makes appropriate provision for their professional development, 2 staff disagreed (staff questionnaire, September 2022). Actions plans have been put in place for these 2 members of staff.</p> <p>The very large majority of teaching and learning is outstanding and the rest is at least good (see Autumn, Spring and Summer Term teaching and learning observations).</p>
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	<p>97% of pupils believe they are taught well – 2 pupils disagreed, please note when interviewed one response was around subjects which were enjoyed/not enjoyed and one around wishing to attend a mainstream school (pupil questionnaire, February 2022).</p> <p>Extensive TA training has taken place throughout the year, including: Emotion Coaching and Zones of Regulation; Safeguarding and CP; Phonics etc. (see training log for full log).</p> <p>The Senior TA has created and shared classroom resources, which were issued to each TA at in September 2021 INSET.</p> <p>On the 03/12/21 a learning walk took place with the focus: Use of TAs and Behaviour for Learning. Feedback included:</p> <ul style="list-style-type: none"><li>- TA support was most effective when it took in to account the individual needs of the pupil from the beginning of the lesson right through to the end. This was particularly effective in RE and English.</li><li>- Where TAs were given specific roles or tasks in class, e.g. leading an activity, these were observed to be highly effective. This was particularly evident in Science.</li></ul> <p>The Learning Walk on 02/02/22 stated that highly effective practice was observed in several subject areas and included:</p> <ul style="list-style-type: none"><li>- The use of pre-prepared behaviour/organisation/ reminder charts were used throughout the school.</li><li>- In Nurture, TAs provided targeted, kinaesthetic support enabling small step progress, which was demonstrated by their feedback.</li><li>- In Science, the technician ensured pupils were safe, they were taught about personal safety throughout their task. The collaboration between teacher and TA enabled pupils to visit various experiment stations.</li></ul>
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