



Woodlane High School
achieving success in a nurturing environment

Woodlane High School

Planning: Additional Funding (2019-2020)

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



Planning: Additional Funding (2019-2020)

Additional Funding:

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 2019/20, Woodlane is budgeting for £45,000 in total. The payments are defined by the DfE for 2019/20 as follows:

Disadvantaged pupils:

Pupil premium per pupil:

Pupils in Years 7 to 11 recorded as Ever 6 FSM

£935

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

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 arrangements order or a residence order

£2,300

Service children:

Service pupil premium per pupil

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

Year 7 Catch Up Funding:

Payment for the cohort

Pupils in Year 7 who failed to achieve the expected standard in reading or maths at the end of Key Stage 2

% of 2017/18 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.*” At the start of the academic year 2019/20, Woodlane has 44 pupils eligible for PP, (44%). This equates to an expected budget of £41,140. In the academic year 2018/19, (census data from April 2019) Woodlane received Pupil Premium funding for 40 out of 94 pupils on roll, (37%), equating to £37,400. In 2017/18, (census data from April 2018), Woodlane had 42 out of 95 pupils, (44%), leading to £39,270 of Pupil Premium funding. In 2016/17 the total allocation received was £58,220 and in 2015/16, this was £57,035 which highlights a significant fall in numbers receiving PP from academic years 2015/2016. See the PP evaluation documents on the school website for details on how money received was allocated and spent. Progress towards this year’s goals is described later in the document.

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 and does not form part of this budget. In 2019/20, similar to 2018/19, Woodlane has 2 pupils who would receive this payment, and in 2016/17 there were 3 pupils. Woodlane has no pupils with parents in the armed forces.

Year 7 Catch Up Premium:

Additionally, the school receives **Year 7 Catch Up Premium**. In 2019/20, Woodlane is expecting to receive £8,300 in Year 7 Catch Up Premium, due to a slightly larger cohort than in 2018/19 when the school received £7,700. In 2017/18, the payment received amounted to £5,867. Historically this was paid per pupil in Year 7 who failed to achieve a level 4 by the end of KS2 (all pupils in the cohort). The formula was adjusted in 2016/17 so that the school will always receive a similar amount per pupil as the previous year, adjusted for increases or decreases in the cohort size. In 2016/17 Woodlane received £7,700. The DfE suggests that a school should, “*assess the individual needs of each of the pupils who attract the year 7 catch-up premium to decide the best way to use the funding.*” Suggestions include; “*individual tuition, intensive small-group tuition, external services and materials, summer schools that help students catch up over a short period of time.*” The school uses this funding to pay for Year 7 targeted interventions coordinated and delivered by the school’s Lead Practitioner. Progress towards this year’s goals is described later in the document.



Pupil Premium Barriers to Learning:

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 may experience:

- Less financial support within the home.
- Less access to basic needs.
- Less support for school work/emotional support.
- Less opportunities for independence.

These barriers could affect the progress of a pupil who attends Woodlane High School in significant ways, including:

- Low aspirations.
- Low engagement in school life.
- Low prior attainment.
- Slower progress.
- Increased behaviour difficulties.
- Low attendance and punctuality.
- Low reading/writing/numeracy ages.
- Increased difficulty accessing the curriculum.

Specific areas for improvement supported through Additional Funding (including Pupil Premium) 2018/19:

(see the Woodlane SEF and SIP 2018/19 for further information).

The following have been colour coded to signify if **achieved**, **partially achieved**, or **not achieved**.

1. Close the gap in terms of outcomes achieved and progress for pupils in receipt of pupil premium, specifically by:
 - refining subject specific qualifications and the curriculum on offer to ensure they are accessible and suitable to the needs of both the PP cohort and their peers.
 - closing the 50% gap in the proportion of 'Girls' who meet and exceed expected outcomes in Maths and the 10% gap in the proportion of 'Girls' who exceed expected outcomes in Maths.
 - further closing the 15% gap in terms of outcomes met and exceeded in the core subjects, between pupils receiving pupil premium and their peers, and close the gap in progress in Science, between PP pupils and their peers, and between WBRI pupils and their peers.
 - raising the proportion of pupils with Primary Need – 'Other' who exceed expected progress in the core subjects.
2. Further improve the behaviour, attendance, punctuality and general well-being of key groups that contain pupils in receipt of pupil premium, specifically:
 - further improve the behaviour of key groups, 'Black African' 'White Other' 'Girls, particularly Year 10' 'ASD' and 'SEMH'.
 - further improve the attendance of key groups, 'White/Black Caribbean', 'Any other Black Background' and 'Girls'.
 - further improve morning punctuality of named pupils who independently travel to ensure pupils are present for the start of tutor/assembly.
 - refurbish the playground environment and equipment to ensure it is more conducive to positive play/activity.
3. To ensure staff are equipped with increased knowledge and understanding in order to support disadvantaged pupils, specifically:
 - develop and shape new Lead Practitioner role to ensure EHCPs are reviewed/delivered effectively and PP pupils meet their EHCP outcomes;
 - raise the quality of TA and Apprentice support to consistently outstanding to ensure the vast majority of pupils make substantial and sustained progress;



Direct Areas of Success (2018/19):

- Pupils receiving pupil premium, (99.59%) made greater progress comparative to their peers (98.91%) in the core subjects.
- The 15% gap in outcomes reduced significantly to less than 4% between pupils receiving PP (92.16%) and those who do not receive PP, (95.95%) in the core subjects.
- All pupils in Science met expected progress in the Summer Term regardless of PP or Non-PP.
- The PP gap for progress in English and Maths is small and both groups made outstanding progress.

Areas for Improvement (for next reporting cycle – 2019/20):

Specific areas for improvement are planned to be supported through additional Funding (including Pupil Premium and Year 7 Catch Up) for the 2019/20 academic year. Woodlane groups these areas for improvement under the following headings:

1. Close the gap in terms of outcomes achieved and progress for pupils between:
 - a. pupils in receipt of pupil premium and their peers, and
 - b. pupils in Year 7 who failed to achieve the expected standard in reading or maths at the end of Key Stage 2 and their peers.
2. Further improve the behaviour, attendance, punctuality and general well-being of key groups including:
 - a. pupils in receipt of pupil premium,
 - b. pupils in Year 7 who failed to achieve the expected standard in reading or maths at the end of Key Stage 2
3. To ensure staff are equipped with increased knowledge and understanding in order to support disadvantaged pupils.

See the Woodlane SEF and SIP 2019/20 for further information with further detail provided in the plan below.

2019/20 Budgeting Executive Summary:

The following is a budget detailing the expected income and spending on interventions. The full report has significantly greater depth, including success criteria and analysis upon completion of the intervention cycle. The full report also includes a wide range of elements without specific costings.

Expected Additional Funding Budget:	Expected:	Actual:
Pupil Premium: £935 x 44 = £41,140	£32,759	£TBC
Intervention: (Applicable to all pupils, but specifically those receiving Pupil Premium) <ul style="list-style-type: none"> • Increase the number of practicals in Science/upgrade resources to inspire and engage. • Science Teaching Assistant to complete Laboratory Technician training programme. • Recruit maths specialist apprentice and upskill. • Increase the number of educational visits in the Autumn and Spring Terms, specifically in Science. • Targeted interventions are coordinated and include numeracy support. • Adapt Maths and Science resources and displays to make them more culturally motivating and suitable/ interesting to a wider range of pupil backgrounds. • Refresh numeracy teaching materials. • Consult with pupils and set attendance/punctuality targets for the school/named pupils with reward and sanction. • Target support and guidance to named parents of pupils receiving pupil premium. • Ensure the development of nurturing skills and mindfulness through an increased range of Educational visits, (including a residential in France) and activities including plant growing. • Ensure all staff achieve a Level 1 qualification in Leading Educational Visits. • Introduce opportunities for parent learning, including 'Ambitious about Autism' Level 1, Office Application computing training, and parent-child workshops, including Literacy, Art mindfulness and E-safety. • Introduce opportunities for improved parent communication through new technology, e.g. Parent Pay. • Ensure all staff continue to receive high quality training to safeguard their strong subject and wider knowledge, including; SIMs training, literacy and numeracy training, subject specific TA training e.g. Swim England Level 1 Swimming Assistant, SMT media training, physical intervention training, educational visits - level 1, safeguarding/prevent and safer recruitment. 	£1,500* £1,500* £15,459 £500* £1,000 £1,500 £800 £3,500* £2,000* £5,000*	
Year 7 Catch Up: % of previous funding = £8,300	£11,138	£TBC
Intervention: (Applicable to all pupils, but specifically those receiving Year 7 Catch Up) <ul style="list-style-type: none"> • 10 pupils (3 - Year 7) per term receive 1:1 targeted interventions for; English (reading/writing), Maths, GCSE preparation and Exam Anxiety. • 15 pupils (7 - Year 7) per term receive group targeted interventions, including; reading, handwriting, spelling, touch-typing and friendship/social skills. • Increase intervention for independence and community based learning to develop social skills, particularly of the Year 7 group. 	£10,638 £500	
Total expected to be received: £49,440	Total Projected Spend: £43,897	£TBC



					<ul style="list-style-type: none"> The Science room environment is improved. Regular trips take place in Science (at least 4 trips in total per term). TA gains Laboratory Technician qualification. 	
2. Continue to raise the outcomes of pupils and the proportion of pupils who exceed expected progress in Maths.	<ul style="list-style-type: none"> Research and understand new Ofsted framework specific to Maths. Ensure mathematical reasoning and problem solving are at the forefront of teaching and learning. Maths teacher to attend external training on new framework. Provide a mini training session for staff through teacher meeting to update them on new Ofsted framework. Refresh numeracy teaching materials to ensure they are in line with new framework. Recruit maths specialist apprentice and upskill using the Woodlane model. More able pupils are appropriately challenged with increased focus on the Maths GCSE, due to higher ability Year 11 cohort. Team teaching with at least two numeracy teachers for quality control and raising non-specialist staff skills. 	£500* (resources/ training)	(SP)	<p>Autumn Term</p> <p>Autumn Term</p> <p>Autumn Term</p> <p>Spring Term</p> <p>Autumn Term</p>	<ul style="list-style-type: none"> At least 90% of pupils met expected outcomes in Maths and at least 60% of pupils exceed expected outcomes in Maths. At least 90% of pupils receiving pupil premium meet expected outcomes in Maths. The progress of pupils in Year 7 is outstanding in Maths, with 97% meeting expectations. At least 90% of Year 7 extension targets are met in Maths. Teacher is clear on the new Ofsted framework for Maths, has shared with staff and implemented any necessary changes. Team Teaching has taken place with at least 2 teachers, they are well supported to teach their non-specialist subject. The proportion of pupils exceeding progress expectations is at least 60%. Research leads to a range of strategies being implemented 	



<p>2. Further reduce Year 11 anxiety towards exams and transition to Post-16 provision.</p>	<ul style="list-style-type: none"> Extend the range of visitors to inspire pupils and demonstrate the breadth of career choices available. Year 10 pupils to undertake a 4 week programme with ICL based on developing their scientific enquiry, enterprise skills and business acumen. Further increase links with universities, enabling Year 11 pupils to visit and explore. Schedule educational visits that include a careers focus, enabling pupils to observe and question people working in a wide range of job roles. Ex-pupil visits to Woodlane to share experiences and inspire. Schedule college visits for pupils beginning a post-16 transfer. Schedule transition coffee-morning for Year 11 pupils in the Autumn Term to support with college application process. Formulised EHCP 'proof-reading' support for parents to ensure EHCPs are accurate reflections of current pupil ability, prior to post-16 consultations taking place. 	<p>£1,500* (educational visits/work experience)</p>	<p>(FW/MH) Subject Leaders</p> <p>(RF/SW)</p> <p>(FW/SP/MH)</p> <p>(FW/MH) Subject Leaders</p> <p>(TH/MH)</p> <p>(TH/MH)</p> <p>(BK/MH)</p>	<p>Autumn Term</p> <p>Spring Term</p> <p>Summer Term</p> <p>Autumn Term</p> <p>Autumn Term</p>	<ul style="list-style-type: none"> At least 5 inspirational visitors visit pupils. Year 10 pupils complete 4 week programme. Career focused educational visits increase, with at least 2 per term taking place. 2 x ex pupil visit Woodlane and share experiences. The majority of pupils have visited their college choice. Parents feel well supported with the college application process. Year 11 EHCPs are an accurate reflection of pupil needs. Year 11 pupils are emotionally prepared for their exams. New work experience provider is instructed. 	
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	<ul style="list-style-type: none"> Targeted interventions for named pupils with mental health difficulties and exam anxiety to appropriately prepare them for GCSEs. Instruct a new work experience provider and work in collaboration to ensure all pupils have a successful placement in February 2020. 		(MJ)	Autumn – Summer Term	
			(FW)	Autumn Term	
3. Maintain strong mental health and well-being support for staff and pupils.	<ul style="list-style-type: none"> Hold a pepper growing competition for staff and pupils, allowing for the development of nurturing skills and mindfulness. Increase the number of Educational visits in the Autumn and Spring Terms, each subject area to schedule at least one visit per term. Plan and book France residential early to allow for staggered payments, enabling more pupils to attend. Pupils share learning from France residential in an assembly. Introduce an enhanced educational visit risk assessment form for medical needs, behaviour etc. to reduce teacher workload and ensure all needs have been addressed 	£1,500* (seeds, pots etc./France visit/outdoor learning day/Level 1 training)	(SW)	Spring Term	<ul style="list-style-type: none"> All staff and pupils have exercised mindfulness and nurtured their plants. They have grown peppers! The winning pupil and member of staff win a prize. At least 20 educational visits take place in the Autumn and Spring Term. France residential is booked and at least 10 pupils attend. Pupils love their trip to France and share their learning in assembly. Pupil Premium funding is used successfully to reduce the cost of a residential for disadvantaged pupils. High quality educational visit risk assessments are submitted first time, teacher workload is reduced. Staff are well trained in educational visit risk assessments.
			(TH) Subject Leaders	Autumn – Spring Term	
			(CT)	Autumn Term	
			(TH)		



	<p>appropriately on first submission.</p> <ul style="list-style-type: none"> Schedule educational visit Level 1 training. Hatch ducklings (within Year 7 transition room) to enable pupils to develop their caring and nurturing skills. Plan and schedule 'outdoor learning' day. Schedule Safeguarding and Prevent training for all staff. Secure MIND therapy for named pupils. Deputy to provide emotional support to MNU pupils when appropriate. Schedule ELSA (mental health) for 2 x TAs. Participate in LBHF's Universal Free School Meals pilot. Provide the necessary data and support analysis of the project. 		<p>(TH) Teachers</p> <p>(KR/SC)</p> <p>(TH) Subject Leaders</p> <p>(CM/RM)</p> <p>(RM)</p> <p>(TT/SB)</p> <p>(Anissa Ilyas)</p>	<p>Autumn Term</p> <p>Spring Term</p> <p>Autumn Term</p>	<ul style="list-style-type: none"> All teaching staff achieve Level 1 Educational Visit Leader training course. Ducklings are happy and well cared for. Year 7 pupils respond positively to the various responsibilities. Outdoor learning opportunities are increased. Staff have received safeguarding training and their knowledge remains strong. Named pupils receive MIND therapy. 2 x TAs have been trained in ELSA and are putting strategies in place for pupils. All pupils at Woodlane have access to a free school meal. 	
4. Develop and refine parent support activities.	<ul style="list-style-type: none"> Submit Leading Parent Partnership Award evidence for final assessment. Introduce opportunities for parent learning: <ul style="list-style-type: none"> - schedule 'Ambitious about Autism' Level 1 training. -schedule office computing training. Schedule a variety of parent-child workshops: <ul style="list-style-type: none"> -Literacy -Art mindfulness 	<p>£800 (cost of Ambitious Autism course, incl. WL staff costs)</p> <p>£3,500* (various parent learning courses)</p>	<p>(PB)</p> <p>(PB) SI/MJ</p> <p>(PB) JJ/SW/R F/SI</p>	<p>Autumn Term</p> <p>Autumn – Summer Term</p>	<ul style="list-style-type: none"> LPPA is awarded. At least 10 parents achieve the Level 1 'Ambitious about Autism' and feel more confident to support their child's needs. At least 10 parent attend the Office training and report that they feel more confident to support their child with homework. At least 10 parents attend each workshop and report that the 	



	<p>-E-safety</p> <ul style="list-style-type: none"> Explore new technology, linked to school website for improved communication with parents around trips, events notices etc. Purchase and use if deemed appropriate e.g. texting/Parent Pay/Consent. Schedule a Next Steps Coffee Morning to complement our Next Steps Evening. Schedule a parent reference group to explore next year's parent support needs. In partnership with the local authority and partner schools/colleges/sixth forms to undertake a review of post-16 pathways and how they are communicated to parents. 	<p>incl. WL staff costs)</p> <p>£2,000* (parent comms. tech.)</p>	<p>(TH) CM/BS</p> <p>(TH) FW</p> <p>(PB)</p> <p>(TH)</p>	<p>Spring Term</p> <p>Summer Term</p> <p>Spring Term</p>	<p>strategies are useful in support their child.</p> <ul style="list-style-type: none"> The website is updated and parents and external stakeholders continue to report that the Woodlane site is one of the most user-friendly sites they have used. Our prospectus reflects our policy updates and communicates school ethos, values and aims well to parents of prospective pupils. At least one technological upgrade is regularly used e.g. texting/Parent Pay/Consent. A 'visual pathway' for Post-16 provision is produced and shared with parents to better inform post-16 provision. 	
<p>3. To ensure staff are equipped with increased knowledge and understanding in order to support disadvantaged pupils, specifically:</p>						
<p>1. Ensure targeted interventions are used effectively to meet pupil EHCP outcomes, particularly for Year 7 pupils.</p>	<ul style="list-style-type: none"> SENDCO to adopt responsibility for coordinating Targeted Intervention team. 10 pupils (3 of which are Year 7) per term receive 1:1 targeted interventions for; English (reading/writing), Maths, GCSE preparation and Exam Anxiety. A further 15 pupils (7 of which are Year 7) per term receive group targeted 	<p>£26,597* (proportion of staffing cost incl. on costs)</p> <p>£10,638 (of this figure is spent on Year 7 support)</p> <p>£500 (of trip costs associated with community</p>	<p>(MJ)</p> <p>(MJ) BK</p> <p>(BK)</p>	<p>Autumn Term</p> <p>Autumn – Summer Term</p> <p>Autumn Term</p>	<ul style="list-style-type: none"> The SENCO has tracked the targeted interventions taking place across the school. The EHCP tracking system clearly show which pupils have met their targets and identifies who requires further support. The very large majority (80+) of EHCP targets are met or on track to be met in the specified timeframe. 	



	<p>interventions, including; reading, handwriting, spelling, touch-typing and friendship/social skills.</p> <ul style="list-style-type: none"> • Schedule targeted interventions with a focus on achieving EHCP outcomes. • Increase intervention for independence and community based learning to develop social skills, particularly of the Year 7 group. • Introduce an EHCP outcomes tracking system. 	based learning)			<ul style="list-style-type: none"> • All Year 7 pupils receiving targeted intervention achieve their EHCP outcomes. • Year 7 case studies demonstrate the success of the range of interventions in place. 	
2. Maintain outstanding teaching and learning to ensure the vast majority of pupils make substantial and sustained progress.	<ul style="list-style-type: none"> • Ensure all staff continue to receive high quality training to safeguard their strong subject and wider knowledge, including: <ul style="list-style-type: none"> -SIMs training -Online literacy and numeracy training -Subject specific TA training e.g. Swim England Level 1 Swimming Assistant (Teaching) -SMT Media training -SMT to update physical intervention training -Educational visits, Level 1 -Safeguarding -Prevent -Safer recruitment • Schedule formal governor visit to explore teacher/TA support and CPD. 	£5,000* (training)	(CM/RM/TH/TM/NM) Teachers /TAs	Autumn – Summer Term	<ul style="list-style-type: none"> • Staff have undertaken a variety of training, subject and wider knowledge remains strong. • Staff state in the annual questionnaire that training/support is strong and that SMT offer opportunities for CPD. • TAs have attended a number of subject specific courses. • Training has been provided on specialist technology, which is in use in the classroom. • B-Squared has been updated and is in effective use in all subjects. • PE Subject Leader has visited at least 2 outstanding special schools to gain ideas to support pupils with physical difficulties in sport. • Team Teaching has taken place with at least 2 different 	



	<ul style="list-style-type: none"> Teachers and TAs to proactively seek subject specific training for non-specialist subjects. Explore and schedule training for specialist technology for use in teaching and learning. Update our B-Squared assessment tool and provide relevant staff training. PE Subject Leader schedules visits to other outstanding special school to explore access for disabled pupils in sport. Schedule team teach opportunities in Literacy and Numeracy. Schedule 'action research' opportunities in teacher meetings. Schedule 'switch up' teaching and learning observations, where staff swap lessons to encourage creative teaching and learning, out of 'comfort zone'. 		<p>(SI) MJ/AC/S E/SC</p> <p>(TH)</p> <p>(PB)</p> <p>(JJ/SP)</p> <p>(BK)</p> <p>(CM) Teachers /TAs)</p>	<p>Autumn Term</p> <p>Spring Term</p> <p>Summer Term</p>	<p>teachers for Literacy and Maths.</p> <ul style="list-style-type: none"> Evidence of action research is detailed in teacher meeting minutes and in classroom practice. 'Switch up' lessons are at least good and evidence creative elements. 	
Total Budgeted Cost		£43,897	Any carry forward will allow for flexibility in the type and cost of various support. By the end of the academic year, any remaining will be used to support with PP pupils residential.			

Who? Purple – SLT/Governors

Grey – Subjects Leaders/Teachers

Pink – TAs/Cover Supervisor/Support staff

Blue – Support Agency Partnerships

*NB: Where costs cannot be associated solely to PP pupils, a percentage of the costs will be used.

This reflects the percentage of PP pupils on roll at Woodlane at the time of budgeting for PP spending (40%).

Where costs have already been costed (e.g. the % of cost is drawn out to illustrate proportion of spend on Year 7s) these are highlighted **blue**.