



Woodlane High School
achieving success in a nurturing environment

Woodlane High School

Mid-Year Review: 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* £2,000 £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: £44,897	£TBC



Area for Improvement	What?	Cost*	Who?	When?	Success Criteria?	Progress
1. Close the gap in terms of outcomes achieved and progress for pupils.						
1. Raise the proportion of pupils who meet and exceed expected progress and outcomes in Science.	<ul style="list-style-type: none"> Update the Science curriculum, reflecting on pupil interests. Increase the number of practicals in Science to inspire and engage. Photographer is scheduled to take photos of Science experiments for the new website/prospectus, raising the profile of Science. Schedule 'girls' pupil conference to gain ideas directly from pupils, implement ideas. Upgrade Science resources and update Science display to inspire and motivate. Year 7 classes have introductory lessons in the Science laboratory. Increase the number of Science educational visits to inspire and motivate. Teaching Assistant to complete Laboratory Technician training programme to provide more specialist support in Science. Schedule formal governor visit to explore progress and outcomes in Science. 	£1,500 (equipment upgrades/resources)	(MU) (CM) MU (MU) (TH/MU) (SA)	Autumn Term Spring Term Autumn Term Spring – Summer Term Summer Term	<ul style="list-style-type: none"> At least 97% of pupils meet expected progress in Science and at least 60% of pupils exceed expected progress in Science. At least 90% of pupils meet expected outcomes in Science. At least 50% of pupils (and 60% of girls) exceed expected outcomes in Science. Progress of pupils receiving pupil premium is similar to pupils not receiving pupil premium. The progress of pupils in Year 7 is outstanding, with 97% meeting expectations in Science. At least 90% of Year 7 extension targets are met in Science. The number of Science experiments/practical increase by at least 5 a term. Year 7 pupils have greater access to practicals and experiments. Pupils take pride in the presentation of their work. Pupils feedback positives changes in Science in the pupil conference. 	<p>The Science Curriculum has been updated and the curriculum map and policy are now available online (see school website).</p> <p>Science practicals are now an integrated part of the curriculum (see pupil conference schemes of work/ lesson observations/ pupil books).</p> <p>Beautiful professional science practical photos have been taken for the new school website and prospectus, which are both live online.</p> <p>B-Squared Connecting Steps has been updated for Science with the process of assessment significantly improved and more robust.</p> <p>B-Squared has been updated in the Autumn Term, progression steps now used, training given to staff on 25/09/19 with a follow up on 12/02/20 to explore the impact of the first term's data.</p> <p>Science baseline assessments demonstrate an accurate level for the main school and the MNU. Science subject leader</p>



					<ul style="list-style-type: none">• Science resources are updated and in use.• 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.	<p>demonstrates a very good understanding of the new progression steps model.</p> <p>100% of pupils are currently meeting expectations in Science. 8% of pupils are exceeding expectations already with significant increases expected once the assessment systems embed.</p> <p>There is no difference in the progress of pupils receiving pupil premium and their peers In Science.</p> <p>The progress of OOEG pupils in Science is the second highest amongst the five largest ethnicity groups. 100% of pupils are meeting expectations. The group are on track to achieve 60% exceeding expectations.</p> <p>Science department now exclusively uses over-sized books, demonstrated by Booklook, 18/12/19, this has improved presentation. Work ongoing to ensure Science books reflect the excellent teaching and learning and practicals seen in the classroom.</p> <p>Girls' pupil conference took place on 08/11/19. Feedback was used to improve the</p>
--	--	--	--	--	---	---



						<p>number of experiments taking place and Science themed trips were suggested (all planned). Girls raised concerns regarding interruptions to class and this was shared with all staff in the teacher meeting 12/11/19. Girls in Science were a big focus of the new school photos in the Autumn Term to raise profile and motivation,</p> <p>Pupils continue to work towards the Biology GCSE and Entry Level qualifications in all three Science disciplines. 33% of pupils are currently predicted to exceed expectations, with 87% meeting. The school is aiming for 90% and 50%, which would involve moving one pupil from 'below' to 'exceeding'.</p> <p>Science resources have been updated, including chemical consumables. Science Subject Leader highly knowledgeable in Health and Safety requirements.</p> <p>Teaching Assistant is progressing well towards Laboratory Technician qualification, specialist support provided in Science and to support the teacher. A complimentary team.</p>
--	--	--	--	--	--	--



						<p>Three Science trips have been booked to take place in the Spring Term but have been cancelled due to Covid-19.</p> <p>Next steps:</p> <ul style="list-style-type: none"> Schedule formal governor visit to explore progress and outcomes in Science when safe to do so. Ensure pupils are set differentiated, engaging Science homework during closure period for Covid-19. Ensure teacher remains in contact with tutor group during closure period for Covid-19. In the event of extended closure explore online classroom opportunities. Ensure government guidance is explored and followed in regards to GCSEs to ensure pupils achieve a Science qualification which reflects their ability.
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. 	£500* (resources/ training)	(SP)	<p>Autumn 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. 	<p>94.26% of pupils are meeting expected progress in maths, with 17.22% of pupils exceeding. Both areas of progress require improvement, although they have been significantly impacted by the change in assessment practices, which require monitoring.</p>



	<ul style="list-style-type: none"> • 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. • Targeted interventions are coordinated and include numeracy support. • Adapt resources to make them more culturally motivating and suitable/interesting to a wider range of pupil backgrounds. 	<p>Cost accounted for below.</p>	<p>(CM) NM</p> <p>(SP)</p> <p>(SP) MJ</p> <p>(SP)</p>	<p>Autumn Term</p> <p>Spring Term</p> <p>Autumn Term</p>	<ul style="list-style-type: none"> • 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 that raise pupil progress and outcomes in target groups. • Resources are culturally motivating, as shared through learning walks. • Learning walk demonstrates a strong cross-curricula development of Maths knowledge and skills. 	<p>Pupils with the ethnicity OoEG have the highest proportion of pupils exceeding expectations of all ethnicities at 20%, however, this is below the expected proportion for this stage in the year. The proportion meeting expectations is also below this group's peers.</p> <p>Pupils with ASD are progressing at a broadly similar rate to their peers, with 96% meeting and 15% exceeding.</p> <p>Year 11 pupils in maths are on track to match last year's results, with the possibility to exceed expected outcomes in the Summer Term this year. With 93% likely to meet and 50% likely to exceed.</p> <p>Maths teacher delivered training to staff regarding new Ofsted framework on 15/01/20.</p> <p>Maths teacher attended external training on 12/11/19 on Raising Attainment in Maths. 'Unicorn Maths', attended by the Maths apprentice on 08/11/19.</p> <p>We have successfully recruited a maths specialist apprentice TA. High quality support being provided, observation included outstanding features.</p>
--	--	----------------------------------	---	---	---	--



						<p>Apprentice gained 'apprentice of the month' in March, awarded by Let me Play.</p> <p>Team Teaching has taken place with at least 2 teachers, they are well supported, including access to a range of resources, to teach their non-specialist subject. Before the intervention, EA and VG agree that they have a good understanding of how the recent changes in the Ofsted framework impact numeracy lessons. After the intervention, both EA and VG strongly agree.</p> <ul style="list-style-type: none">- Before the intervention, EA and VG agreed that they felt confident in adapting their lessons to account for the recent changes in the framework. After the intervention, both EA and VG strongly agreed.- Both EA and VG agreed (VG strongly agreed) that the new strategies and resources will help them to implement these changes.- Both EA and VG strongly agreed that the team-teaching was beneficial and helped them to inform and develop their own practice in numeracy. <p>Learning walk (22/01/20) demonstrates strong cross-curricula development of Maths knowledge and skills. Feedback included:</p>
--	--	--	--	--	--	--



						<p>- Cross-curricula numeracy activities were observed in all lessons, activities were natural, fitting in well with subject content.</p> <p>- Culturally motivating images were observed e.g. different ethnicities representing a range of aspirational positions, communicate in print etc.</p> <p>Next steps:</p> <ul style="list-style-type: none">• Ensure pupils are set differentiated, engaging Maths homework during closure period for Covid-19.• Ensure teacher remains in contact with tutor group during closure period for Covid-19.• In the event of extended closure explore online classroom opportunities.• Ensure provision continues to be in place to support Year 11 pupils achieve the best possible qualifications.• Ensure government guidance is explored and followed in regards to GCSEs to ensure pupils achieve a maths qualification which reflects their ability.
--	--	--	--	--	--	---



2. Further improve the behaviour, attendance, punctuality and general well-being of key groups that contain pupils in receipt of pupil premium, specifically:

<p>1. Pupil attendance consistently exceeds the national average for SEND schools over time.</p>	<ul style="list-style-type: none"> Set targets for named pupils with reward and sanction, for main school and MNU. Refer named pupils for Early Help support, for main school and MNU. Target support and guidance to named parents of pupils receiving pupil premium. Ensure the profile of great attendance is high through regular assemblies. Ensure attendance cards continue to be sent to home to parents on a half termly basis, including MNU pupils. Consult with pupils and vary attendance rewards for end of terms. 	<p>£2,000 (attendance rewards)</p>	<p>(RM) MH (RM) MH</p>	<p>Autumn – Summer Term Autumn Term</p>	<ul style="list-style-type: none"> Attendance total reaches at least 92%, exceeding the national average for special schools, currently 90.6%. MNU attendance reaches at least 60%. The gap is closed for pupils receiving pupil premium and non-pupil premium. The attendance of named pupils increases by at least 25%. Early Help works in partnership with the family and school to improve attendance. Attendance cards are sent to parents so they are aware of their child's level of attendance. The attendance of Year 7 pupils remains high (at least 93%), and above the national average for special schools. Pupils select attendance rewards and are motivated towards achieving them. 	<p>End of Autumn Term attendance in the main school 92.1%. MNU attendance end of Autumn Term 54.5% increased by 25% when compared to the previous Autumn Term.</p> <p>The gap has closed between pupil premium attendance and non-pupil premium attendance. The gap in the 2018/2019 Autumn Term was 7.2%. In the 2019/2020 Autumn term the gap is now narrowed significantly to 1.3%.</p> <p>2 Early Help referrals made in Autumn Term. Pupil A attendance increased by 10% compared to previous Autumn and Spring Terms. Pupil B increased by 5% when compared to previous Autumn Term.</p> <p>Profile of attendance and punctuality remains high, through regular assemblies, information provided in tutor times and information shared with parents.</p> <p>Attendance cards sent to all parents in Autumn and Spring Terms, highlighting actual pupil attendance and punctuality.</p>
--	--	---	---------------------------------	---	--	--



						<p>Cards also put this into context with lessons missed and set out expectations.</p> <p>Pupils have voted for attendance reward for end of Autumn Term (DVD and popcorn). End of Spring Term (DVD and popcorn or Computer time).</p> <p>Next steps:</p> <ul style="list-style-type: none"> To ensure government attendance tracking guidelines are followed in regards to Covid-19 closure. Continue to monitor attendance and make referrals to Early help if necessary. Evaluate quality of MNU provision and impact on attendance.
<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. 	<p>£1,500* (educational visits/work experience)</p>	<p>(FW/MH) Subject Leaders</p> <p>(RF/SW)</p> <p>(FW/SP/MH)</p>	<p>Autumn Term</p> <p>Spring 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. 	<p>A range of visitors have attended school in the Autumn and Spring Terms, including:</p> <ul style="list-style-type: none"> - Community Police Officer. - DfE representatives speaking about the range of careers within the civil service/ apprenticeships. - Human Resources specialist for multi-national company – supported with mock interviews prior to work experience.



	<ul style="list-style-type: none"> 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. 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. 		<p>(FW/MH) Subject Leaders</p> <p>(TH/MH)</p> <p>(TH/MH)</p> <p>(BK/MH)</p> <p>(MJ)</p> <p>(FW)</p>	<p>Summer Term</p> <p>Autumn Term</p> <p>Autumn Term</p> <p>Autumn – Summer Term</p> <p>Autumn Term</p>	<ul style="list-style-type: none"> 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. 	<p>Year 10 pupils have undertaken a 4 week programme (23/09/19 30/09/19, 07/10/19 and 08/10/19) with ICL, called 'The Maker Project', where they made models to support future habitats for endangered species, developing their scientific enquiry, enterprise skills, behaviour and effort was excellent (see Evolve). The course has also had the additional bonus of developing school link with ICL.</p> <p>Pupils have attended a range of educational visits with a career's focus. A sample of these are below. KS3 pupils have attended:</p> <ul style="list-style-type: none"> - Bank of England - French café - BBC News Report trip to Southbank <p>KS4 pupils have attended:</p> <ul style="list-style-type: none"> - LBHF Careers and Apprenticeship Fair. - College Visits, including WMSF (weekly) - EHWLC to see a drama production. - Individual pupils have also been supported to visit colleges of choice. -ICL Maker Challenge -RAF Museum <p>4 x ex-pupils have visited Woodlane to share experiences</p>
--	--	--	---	--	--	---



						<p>and inspire e.g. careers/college etc.</p> <p>Transition coffee-morning for Year 11 took place on 18/12/19 to support with college application process. 2 x local colleges attended. 7 parents were in attendance. Coffee Morning ran from 8am – 10am to cater for those with school drop offs.</p> <p>Year 11 parents were encouraged to read EHCP and offer feedback for amendments, support was offered at request in a letter to parents. 2 requests for support were made and support provided. All teachers leading Annual Reviews now formally check the EHCP and consult parents in the Annual Review on changes needed. Changes needed are reported to the relevant Local Authority and are highlighted on the Annual Review report in bold red as changes required.</p> <p>New work experience provider (WorkZone) instructed, with all previous LBHF contacts still in operation. Very successful Work Experience placement took place in February 2020 with all pupils reflecting positively on the</p>
--	--	--	--	--	--	---



					<p>experience. 2 pupils received job offers.</p> <p>Year 11 Work Experience questionnaire complete but analysis was not completed prior to school closure for Covid-19.</p> <p>Evidence shows the outstanding impact of 2 x targeted interventions by the English Subject Leader with Year 11 pupils, detailed above.</p> <p>Pupils in MNU with EHCPs included in whole school process.</p> <p>Lead Practitioner and Medical Needs Coordinator to regularly liaise to ensure Annual Review cycle is completed successfully or pupils in the MNU.</p> <p>Next steps:</p> <ul style="list-style-type: none">• Schedule college visits for pupils beginning a Post-16 transfer when safe to do so.• Schedule further visitors to motivate and inspire pupils within CEIAG when safe to do so.• Complete analysis on Work Experience questionnaire.• School to share letter with parents regarding exams being ceased this year
--	--	--	--	--	---



						<p>nationwide to support and reassure.</p> <ul style="list-style-type: none"> Year 10 pupils who miss World of Work scheme this term to receive set tasks from PSCHE Subject Leader during closure.
<p>3. Maintain strong mental health and well-being support for staff and pupils.</p>	<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 appropriately on first submission. Schedule educational visit Level 1 training. 	<p>£1,500* (seeds, pots etc./France visit/outdoor learning day/Level 1 training)</p>	<p>(SW)</p> <p>(TH) Subject Leaders</p> <p>(CT)</p> <p>(TH)</p>	<p>Spring Term</p> <p>Autumn – Spring Term</p> <p>Autumn Term</p> <p>Autumn Term</p>	<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. 	<p>Pepper growing competition was small scale and did not include whole school. Small scale competition brought to a halt due to Covid-19 closure.</p> <p>The number of Educational visits in the Autumn and Spring Term was 100% above the previous academic year. Most subject areas had scheduled at least one visit, with some achieving 3-4.</p> <p>French residential was planned and booked for 23/06/20 but due to Covid-19 school closure and DfE guidance had to be cancelled. Refunds to be given to parents. School to make insurance claim.</p> <p>Enhanced educational visit risk assessment form for medical needs and behaviour in operation. Teachers using throughout risk assessment process to reduce workload and ensure all needs have been addressed appropriately on first submission.</p>



	<ul style="list-style-type: none"> • 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>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. 	<p>All staff completed educational visit Level 1 training in the Spring Term. All staff now have a suitable qualification to support with leading Educational Visits.</p> <p>Ducklings were booked for March but due to Covid-19 closure have had to be cancelled.</p> <p>'Outdoor Learning' day scheduled for 21/05/20. Which will likely be postponed due to Covid-19 closure.</p> <p>Safeguarding training took place for all staff on 03/10/19 and Prevent training for all staff took place 30/10/19.</p> <p>MIND sessions were scheduled at the start of the Spring Term for 3 named pupils who received individual sessions and a named Year 9 pupil group who received sessions once per week during PSCHE lessons. Year 9 referrals reduced by 72% when compared to the previous Autumn Term.</p> <p>2 x TAs have received ELSA training in January and February and have begun 1:1 session with 1 named pupil each.</p>
--	--	--	---	---	---	---



						<p>Impact to be assessed on completion of sessions.</p> <p>Universal Free School Meals project has begun. Additional menu items have been produced with manageable additional demand on the kitchen. New dishwasher has significantly improved the workload of the kitchen staff. Improved experience for a couple of harder to please pupils with the variety of options. All pupils (who previously refused) are currently collecting a meal and trying it. One pupil who has been on pack lunches for years asked to move to school lunches as, "there are now options I like" and "it would be nice for mum not to have to pay for everything".</p> <p>Next Steps:</p> <ul style="list-style-type: none">• Keep in regular contact with staff during Covid-19 closure.• Ensure guidance from central government/ LA/ unions are considered when making plans.• Ensure tasks set for staff are reasonable, proportionate and balance the need to support pupils with personal demands at this challenging time due to Covid-19.
--	--	--	--	--	--	---



						<ul style="list-style-type: none"> • Ensure accessible, differentiated homework tasks are set for pupils online during Covid-19 closure to keep minds active, healthy and pupils positively engaged. • Ensure all our pupils, as they are all considered vulnerable, receive welfare and catch-up calls from staff during Covid-19 outbreak. • Ensure all pupils in the MNU are contacted twice a week by the MNU coordinator. • Ensure all pupils on a CP/Child in Need/Early Help plan are contacted twice a week by the DSLs. • In even of extended closure, explore opportunities to deliver ELSA sessions at distance.
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 -E-safety 	<p>£800 (cost of Ambitious Autism course, incl. WL staff costs)</p> <p>£3,500* (various parent learning courses incl. WL staff costs)</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 strategies are 	<p>LPPA evidence submitted and award achieved on 06/03/20. Highly positive feedback from the visiting assessor, including:</p> <p><i>- In addition to all the many strengths illustrated in the portfolio Woodlane provides an exceptional environment for the young students. The school is immaculate throughout; the new school playground is a welcome addition with basketball and other activities available and clearly enjoyed by the students</i></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>£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>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><i>during verification (see full report).</i></p> <p>The assessor also completed on the thorough submission of evidence.</p> <p>17 parents awarded Level 1 'Ambitious about Autism' on 13/11/19. 100% of parents found the session helpful.</p> <p>Parent workshops well attended, 12 parents attended Art therapy session. 17 parents attended Ambitious about Autism in the Autumn Term.</p> <p>Microsoft training for parents not yet scheduled. To be scheduled on return from Covid-19 school closure.</p> <p>The school website and prospectus has been updated, it is user-friendly and easy to navigate. Many positive comments have been made on the website.</p> <p>Visual pathway created in partnership with the local authority and other providers. Local authority wish to consult with parents prior to planned use next academic year.</p> <p>Next steps:</p>
--	--	--	--	---	--	--



Woodlane High School

achieving success in a nurturing environment

						<ul style="list-style-type: none">• Set up parent text messaging service as a matter of urgency.• Explore and set up parent pay.• Print physical copies of the prospectus.• Schedule Microsoft training for parents, when safe to do so.
--	--	--	--	--	--	---



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

<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 interventions, including; reading, handwriting, spelling, touch-typing and friendship/social skills. • 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. 	<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 based learning)</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. • 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. 	<p>Evidence shows the outstanding impact of 2 x targeted interventions by the English Subject Leader with Year 11 pupils:</p> <ul style="list-style-type: none"> - One pupil successfully sat Entry Level exam papers despite significant exam anxiety. This success followed a programme delivered by school with support from CAMHS. - One pupil increased predicted grade from ‘Unlikely to achieve a GCSE’, to GCSE 2 in DT Food Preparation and Nutrition. This was following a programme of essay writing support. <p>Pupil outcomes for EHCPs have been collated into a whole school document, improving staff awareness of pupil outcomes and access to information for annual reviews.</p> <p>Targeted intervention teachers use outcomes and named intervention areas to select pupils and focus targeted sessions. Interventions are now tied in to EHCP objectives leading to improved support for pupils and staff awareness of statutory duties. Process to be reviewed after one year (end of</p>
---	--	---	--	--	--	--



						<p>Summer Term). Summary of pupil intervention sessions takes place termly and is shared with SMT to evaluate impact.</p> <p>Target setting re-designed to be twice yearly and target tracking system introduced to allow measurable data on progress. Staff awareness of pupil EHCP outcomes improved. Data to be analysed at the end of the first cycle (April) and again at the end of the full year cycle.</p> <p>Next Steps:</p> <ul style="list-style-type: none">• Assess impact of other targeted interventions, including EAL during the Summer Term.• Analyse outcome success for Targets from Autumn 1, to be calculated April 2020 and again in July 2020.• Lead Practitioner and HLTA raise pupil awareness of their targets through tutor time activities and a pupil conference (Spring/Summer 2020).• Review impact of new targeted interventions.• Work with the LA to prioritise urgent EHCPs missed due to school closure. Ensuring where
--	--	--	--	--	--	---



						possible that statutory duties are met. <ul style="list-style-type: none"> Explore temporary statutory duty changes due to Coronavirus bill with the LA.
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. 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. 	£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 teachers for Literacy and Maths. Evidence of action research is detailed in 	<p>All staff have undertaken significant training, both internally and externally (see training log 2019/2020), including:</p> <ul style="list-style-type: none"> - Safeguarding and child protection - Dysphasia - NPQSL - Assessment - Behaviour etc. <p>Training for Computing subject leader has taken place. Training was shared through staff meetings to enable improved use of specialist equipment, e.g. apps including Kahoot for all pupils, Clicker for SLCN and communication tools including Proloquo2Go.</p> <p>Whilst a high proportion of TA training has taken place around medical needs, and wider school support, there is little subject specific training, training is often aimed at teachers, however the SMT would encourage TAs to attend where it is accessible, perhaps with the teacher if required. One example seen is 'Unicorn</p>



	<ul style="list-style-type: none"> 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>(PB) (JJ/SP) (BK) (CM) Teachers /TAs)</p>	<p>Autumn Term Spring Term Summer Term</p>	<p>teacher meeting minutes and in classroom practice.</p> <ul style="list-style-type: none"> 'Switch up' lessons are at least good and evidence creative elements. 	<p>Maths', attended by the Maths Apprentice on 08/11/19.</p> <p>100% of staff believe the school makes appropriate provision for their professional development (see questionnaire 2019/2020).</p> <p>B-Squared has been updated in the Autumn Term, now using progression steps, training given to staff on 25/09/19 with a follow up on 12/02/20 to explore the impact of the first term's data.</p> <p>PE Subject Leader visited Jack Tizard in February 2020. Additional visit not taken place. However, confidence in supporting pupils with severe raised.</p> <p>Team Teaching has taken place regarding Numeracy lessons. The subject leader has delivered team teaching to support two non-specialist teaching staff, on 17/01/20 and 24/01/20 and on 07/02/20 and 14/02/20.</p> <p>Action research has not taken place in teacher meetings. Range of action research projects being designed and trialled by Lead Practitioner for all teachers in Summer Term. Teaching and learning board in</p>
--	--	--	---	--	---	--



						<p>staffroom provides research reading materials and tips on strategies.</p> <p>Attention Autism Training booked for 20/04/20, which will be postponed due to Covid-19 closure.</p> <p>Lead Practitioner and Medical Needs Coordinator attended lesson observation course, <i>'the art of positive lesson observations'</i> (December 2019). Lead Practitioner has undertaken a range of teaching and learning observations, providing feedback to staff.</p> <p>Next steps:</p> <ul style="list-style-type: none">• Schedule formal governor visit to explore teacher/TA support and CPD, when safe to so, following Covid-19 closure.• Schedule 'action research' opportunities in teacher meetings/during closure if period is extended.• Schedule 'switch up' teaching and learning observations, where staff swap lessons to encourage creative teaching and learning, out of 'comfort zone'.
--	--	--	--	--	--	---



Woodlane High School

achieving success in a nurturing environment

						<ul style="list-style-type: none"> Teachers to schedule subject specific training for their subject TA. The PE Subject Leader to visit another SEND school when safe to do so. Add feedback section to staffroom learning board.
Total Budgeted Cost		£44,897	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**.