



Woodlane High School
achieving success in a nurturing environment

Woodlane High School

Review: Additional Funding (2020-2021)

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

Additional Funding Overview (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:	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 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. This fund is being withdrawn at the end of the 2020 financial year.	% of 2019/20 funding
Covid Catch-up Premium:	Recovery premium per pupil:
Schools should use this funding for specific activities to support their pupils' education recovery in line with their curriculum expectations. While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed learning.	£240 for each pupil on roll at the October 2020 census.

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

NB: If a pupil joins roll or leaves mid-year the school may only receive partial PP funding.

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

Year 7 Catch Up Premium:

The school receives **Year 7 Catch Up Premium** each year. 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 primarily 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. Historically, this funding this was paid per pupil in Year 7 who failed to achieve a level 4 in English and Maths by the end of KS2 – usually all pupils in the cohort. The formula was adjusted in 2016/17 so that the school’s expected number of pupils not achieving the Level 4 threshold would always be assumed to remain the same, with funding adjusted simply for increases or decreases in the cohort size.

Academic Year:	2020/21	2019/20	2018/19	2017/18	2016/17
Funding Received:	£4,600	£8,300	£7,700	£5,867	£7,700.

Covid Catch-Up Premium:

This is the first, (and likely only) year that the Covid Catch-up grant will be provided to schools. The school is required to show “*how it is intended that the grant will be spent*” and “*how the effect of this expenditure on the educational attainment of those pupils at the school will be assessed*”. The school’s Covid Catch-up report highlights the school’s planning, actual spend and assessed impact of the premium on pupil progress.

Academic Year:	2020/21
Pupils Eligible:	104 (all pupils)
Funding Received:	£24,960

NB: It has already been announced that 2021/22 will include a Recovery Premium instead of this year’s Covid Catch-up Premium, which will be of a different value and has a slightly altered purpose.

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. 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, and
 - c. all pupils, in comparison to where we would have expected them to be had the Covid-19 pandemic not impacted education so greatly, and
 - d. 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 in Year 7 who failed to achieve the expected standard in reading or maths at the end of Key Stage 2, and
 - c. 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"> • Less financial support within the home. • Less access to basic needs. • Less support for school work/emotional support. • Less opportunities for independence.



	<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">• 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. <p>NB: The information above is based on DfE documentation on the use of Pupil Premium</p>
Looked After Children	<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.</p>
Year 7 Catch Up	<p>Pupils who enter Year 7 behind the expected range for their age in English and Maths, (based on progression data at KS2) are significantly less likely to achieve expected KS4 outcomes in Year 11. It is essential that all efforts are made to allow pupils to 'catch up' where possible throughout secondary school, to limit the impact of slower early progress. In an SEND school context, almost all pupils do not meet the expected progress range in KS2,</p> <p>This guidance was withdrawn on 1 June 2021 and the fund has now been discontinued. Last payments were made for the 2019 to 2020 academic year.</p> <p>NB: The information above is based on DfE guidance on the year 7 literacy and numeracy catch-up premium.</p>
Covid Catch-up Premium	<p>In June 2020 the government announced a pot of funding to support children and young people to catch up on missed learning caused by Covid-19. This is especially important for the most vulnerable pupils and pupils</p>



from disadvantaged backgrounds who we know have been most affected. This funding was issued to support programmes that the school deemed suitable to identify gaps in learning and replace the missed opportunities during the period of school closure March – September 2020.

NB: This information is taken from the DfE guidance. All future funding will fall under the Recovery Premium instead, which carries separate guidance.



Overview of Expected/Actual 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:	Actual Costs:
Pupil Premium	A proportion of the salary of the Lead Practitioner role, who: <ul style="list-style-type: none"> • Coordinates evidence based targeted interventions that are delivered by a range of different staff to all pupils. • Personally, delivers a range of targeted interventions to specific pupils. 	<ul style="list-style-type: none"> • £34,220 (58% of the salary) fully spent.
	A proportion of the cost of educational visits, trips and experience-based opportunities, including: <ul style="list-style-type: none"> • Funding to allow pupils from lower income families to attend the school camping trip. • Funding to ensure pupils from lower income families can receive reduced costs/fees for a wide range of other school trips and events. • Funding to allow for in-school visitors, such as The Black Curriculum, and CEIAG providers to enrich learning. 	<ul style="list-style-type: none"> • £500 deposit for school camping trip leading to a reduced cost for PP pupils. • £500 budgeted and spent to further support low income families with cost, equipment etc. • £1,000 budget spent to support additional educational visits where there would be an expected family contribution. • £1,000 PP allocated budget for school visitors fully spent.
	A proportion of the cost of activities, items, strategies, and other provision designed to raise progress, including: <ul style="list-style-type: none"> • Mega rewards to encourage greater participation and effort within class. • Attendance reward prizes and visits to encourage improved attendance and punctuality to school. • End of year pupil awards, e.g. Most Improved Literacy. • Resources for the Christmas Shop – Enterprise Project. 	<ul style="list-style-type: none"> • Mega and attendance rewards - £1,500 budgeted – only £500 spent due to school closure. • End of Year Awards fully spent, £150. • Christmas Shop took place and £100 fully spent.



	<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"> • DSL training • Mental Health First Aid • HLTA Training, including those assigned to support mental health and wellbeing. • Counselling Training for MMH Lead. 	<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"> • DSL - £1,100 • MH First Aid - £800 • HLTA - £800 • Counselling - £600
	<p>Funding to enable pupils in receipt of Pupil Premium to have their basic needs met, including:</p> <ul style="list-style-type: none"> • Funding that supports pupils from lower income families to access school uniform and PE kit. • Funding to ensure pupils from lower income families have access to a free breakfast and after school clubs without 'payment stigma'. • Funding to improve the school's sensory garden to be used with all pupils, and particularly Nurture Class. 	<ul style="list-style-type: none"> • £1,500 budget for 'un-paid' PE kit – gifted to PP pupils. • £5,000 of PP funding used to ensure breakfast club remains free. • £3,000 of PP funding used to maintain a range of after school clubs. • £911 = 58% of overall spend on sensory garden
Total expenditure: £51,681		
<p>Year 7 Catch Up</p>	<p>A proportion of the salaries of teaching and teaching assistant staff who:</p> <ul style="list-style-type: none"> • Deliver targeted interventions 1:1 with Year 7 pupils in English and Maths. • Deliver small group session interventions to Year 7 pupils on areas discussed and agreed as a school, such as emotional literacy support. 	<ul style="list-style-type: none"> • 5% of Lead Practitioner salary due to time set aside for Year 7 targeted interventions, (£3,000) fully spent. • 5% of Year 7 Transition Teacher salary, due to time set aside for targeted interventions (£2,000) fully spent.
	<p>The purchasing and funding of projects with either a sole Year 7 focus, or a whole school focus that support the progress and development of Year 7 pupils, including:</p>	<ul style="list-style-type: none"> • £200 spent on Mathletics and Spellodrome, (as a proportion of the whole school purchase).



	<ul style="list-style-type: none"> • 20% of the costs associated with Mathletics and Spellodrome, used by pupils to improve their numeracy and literacy skills. • Year 7 technology upgrades, including Ipads (class sets). 	<ul style="list-style-type: none"> • Costs of Ipads were originally earmarked for Year 7 Catch up but were instead paid for through other funding streams available to the school.
Total expenditure: £5,200		
Covid Catch Up Premium	<p>A small proportion of the salary of the two Lead Practitioner roles, who:</p> <ul style="list-style-type: none"> • Coordinates evidence based targeted interventions to a wide range of pupils, designed to catch up pupils whose progress has dipped in a specific area. • Delivers targeted interventions to specific pupils. 	<p>Lead practitioner interventions costed at £450 per intervention – inclusive of 12hrs of delivery/planning/evaluation.</p> <ul style="list-style-type: none"> • £8,100 costed across the 2 Lead Practitioners. 18 interventions over the full year.
	<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"> • Closure limited the number taking place, but 112 pupils were included through, costing £6,720
	<p>After school/weekend clubs planned to provide Covid-19 Catch-up opportunities.</p>	<p>Planned interventions could not take place in Spring when the majority were scheduled. All other clubs were costed through the PP funding above.</p>
	<p>Resources and activities specifically designed to support pupils on their return to school from time off for Covid-19, including:</p> <ul style="list-style-type: none"> • Easter style design activities for pupils to complete in class groups. • Therapeutic resources such as putty. • Sensory resources such as meditation equipment. • OT resources such as adapted cutlery. 	<ul style="list-style-type: none"> • General sensory and OT resources - £700 • Easter return activities - £150 • Computer programmes to support interventions - £1,000 • Drawing and Talking therapy training - £1,500 for 2 staff



	<ul style="list-style-type: none">• Computer based programmes, such as touch typing, display note and Readiwrite.• Training for staff, such as counselling, drawing and talking or anger management therapies to support pupil reintegration in to school.	
<ul style="list-style-type: none">• Total expenditure: £5,200		

Actual Spend Analysis:

- The school initially allocated approximately £41,000 for Pupil Premium spending. Over the course of the year a significantly increased amount was received. Therefore, the school underspent slightly in Pupil Premium compared to income. Increased eligibility – particularly as parents had to apply for PP to access certain resources nationally, alongside the impact of school closure on planned activities, a small gap in spending was created. £2,800 of additional PP funding has been incorporated in to the 2021/22 budgeted to ensure it is fully spent.
- In Year 7 Catch-up, the school budgeted for additional resources and activities at the start of the year, but due to the increasing impact of school closure, these switched to an increased number of targeted interventions. The led to a different type of spend, and a slight overspend due to the number of interventions that were completed.
- For Covid Catch Up Premium, the school underspent primarily due to school closure for the majority of the Spring Term. School had anticipated undertaking double the number of targeted interventions completed. This was following a successful trial in the Autumn Term. Due to the planned approach, it was not possible or feasible to roll out a significantly increased number of interventions in the time available in the Summer Term, as staff time was fully committed. The underspend has been incorporated in to the 2021/22 budget to ensure it is fully spent.



Impact of Funding

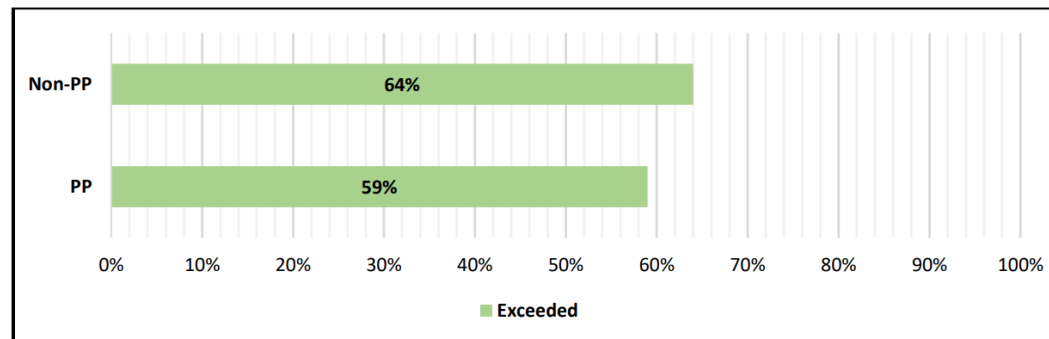
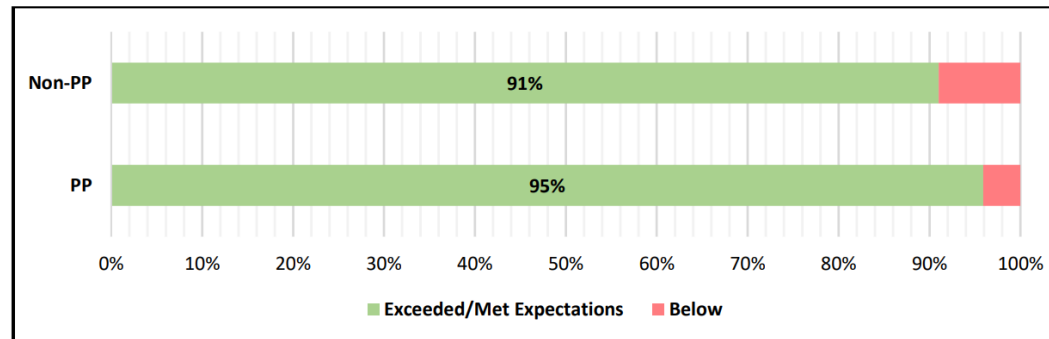
The following areas of success are taken from the school's SEF/SIP and Progress/Outcome reports.

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

The overall impact of the school's actions.

Outcomes: (Year 11 Qualifications – Value Added)

In 2019/20, pupils who received funding through Pupil Premium (PP) made up 30% of the Year 11 cohort. In 2020/21 this had risen to 42% of the cohort. This drop in the proportion of pupils in receipt of PP was a one-year dip, as the school usually operates around 40-45%. The detailed expenditure of Pupil Premium can be found on the school website. The graph for 2019/20 is shown below. In previous years, the comparison of the performance of PP and Non-PP pupils has shown few explicit trends, with both sets of pupils performing consistently well. A small gap of 4% is present between pupils meeting expectations in favour of pupils in receipt of PP, whilst the reverse is true when looking just at the proportions exceeding expectations.

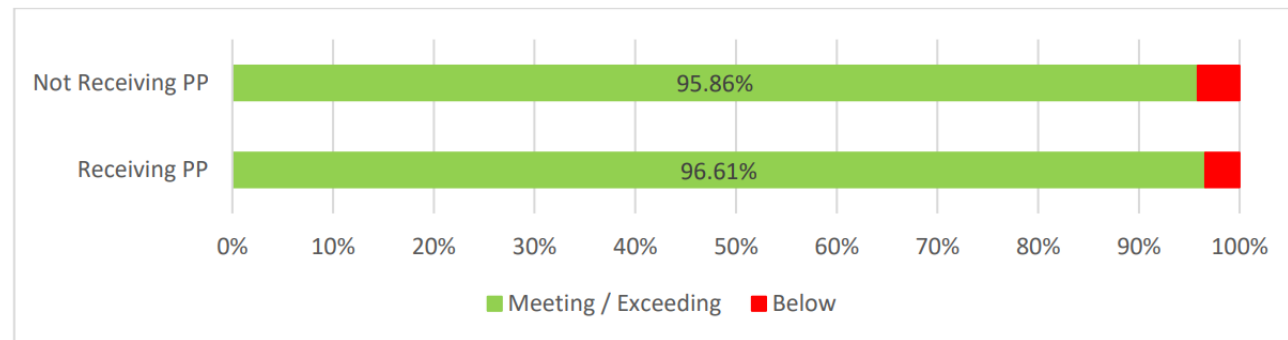




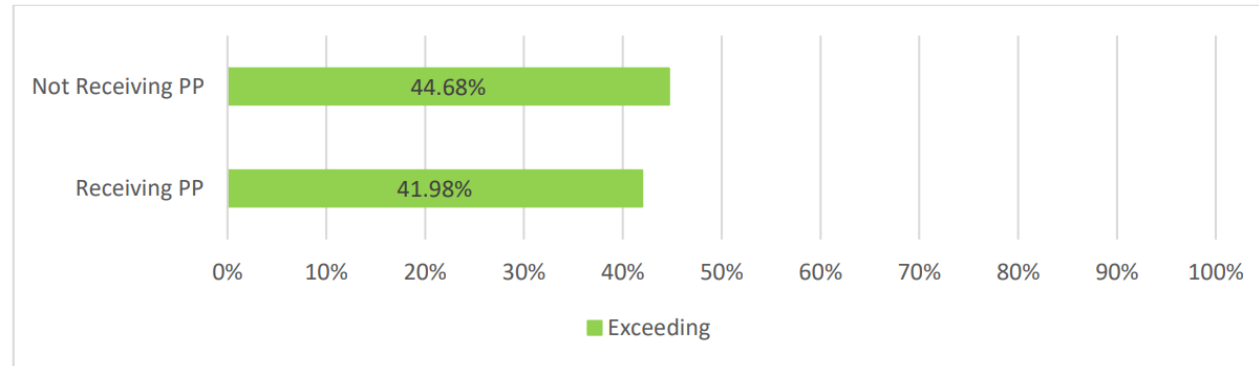
The DfE have published data on disadvantaged pupils, in which they state that 69% of disadvantaged pupils achieved a grade 3 or above in 2020 core subject qualifications. This compares to 95% of non disadvantaged pupils. This demonstrates a 26% Pupil Premium attainment gap nationally. Although the benchmark is different, the national gap is significantly wider than the 4-5% gap in achievement seen at Woodlane. This can be analysed further by looking at a year on year comparison in the graph below. The results at the top of the graph (thick lines) are expectations met, whilst those lower down (dashed lines) are expectations exceeded. Woodlane has been tracking the achievement of those pupils in receipt of Pupil Premium in English, Maths and Science for seven consecutive years under the same measure. The graph shows how far these groups have come and how narrow the gaps between them are.

Progress: (Internal Assessment)

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. In the Spring Term, those who receive PP outperformed their peers. The progress gap was 4%. In the Summer Term the gap has closed further to 1.88%, with those in receipt of PP still outperforming those who do not.



When looking at expectations exceeded, those who received PP did not make as rapid progress as their peers. The gap is 2.7%, which has narrowed from 3% in the Spring term.



Progress of Year 7 Pupils:

At Woodlane, progress is a steadily accelerating climb. Assessment is cumulative and progress becomes more rapid as core learning is embedded in KS3 and extended as appropriate in KS4. The work undertaken in KS3 underpins all learning later in the school. Progress appears slower in assessment reporting in Year 7 compared to other years, (in terms of the proportion of pupils exceeding expectations) but this is universally the case with systems similar to ours. Progress in Year 7 is extremely strong and contributes to the significantly positive progress seen in the preceding years.

Maths Expectations – Summer Term 2020/21 – Analysis by Year Group (312)						
	Exceeding	%	Meeting	%	Below	%
Year 7	21	36.84%	36	100.00%	0	0.00%
Year 8	20	37.04%	33	98.15%	1	1.85%
Year 9	28	40.58%	41	100.00%	0	0.00%
Year 10	30	58.82%	20	98.04%	1	1.96%
Year 11	22	38.60%	34	98.25%	1	1.75%
NC	7	29.17%	17	100.00%	0	0.00%



English Expectations – Summer Term

2020/21 – Analysis by Year Group (320)

	Exceeding	%	Meeting	%	Below	%
Year 7	2	3.39%	57	100.00%	0	0%
Year 8	26	49.06%	26	98.11%	1	1.89%
Year 9	35	50.72%	34	100%	0	0%
Year 10	44	86.27%	7	100%	0	0%
Year 11	52	77.61%	15	100%	0	0%
NC	9	42.86%	11	95.24%	1	4.76%

In both English and Maths, 100% of pupils continue to meet expectations, even during the challenging year that was experienced.

The impact of targeted interventions and a range of personalised strategies on progress.

Referral forms in operation where TIs are taking place. All TIs now able to demonstrate planning and impact. Evaluation of this process ongoing under new Lead Practitioner.

Parents completed SDQ over the Summer. Results indicate some areas of focus for Covid-19 Catch-up, including fitness, mental health and communication skills.

Covid-19 Catch Up Plan created and shared online.

Targeted Intervention trial period successful in the Autumn Term, with 19 pupils receiving various catch-up sessions, run by TAs with skills in certain areas, including:

- Touch-typing
- Health & Hygiene
- Fine/Gross Motor Skills
- Handwriting



Half term sessions were not run, as school closure impacted the natural times when this would take place. Instead, school published homework projects through Firefly, particularly in GCSE subjects.

Year 11 weekend sessions decided to be unnecessary and impossible to offer in the Spring Term.

School ran further Covid Catch-up programmes in the Summer Term drawing on staff expertise and interests. This included additional drama sessions, communication sessions, role-play/literacy, and mental health which were raised as key areas of support.

- “During drama sessions over the summer term we explored improvisation, emotions and imagination. Students took part in various guided improvisations, got the opportunity to create and share their work with their peers and engage in fun and active games. From the sessions students were more confident in offering their ideas, in communicating with their peers and working together as a team.”

Year 11 pupils attending additional core and foundation lessons on Thursdays each week. These include targeted interventions including SALT, life skills and GCSE assessment. Additional time in Maths and English ensured outstanding results continued. 100% of pupils met expectations in English, and 95% met in Maths. 83% met in Science, which corresponded with the subject that delivered the fewest additional sessions.

The progress of girls in English at the end of the Spring Term is 100% of pupils meeting expectations. All pupils attending Woodlane through the MMH provision are assessed as progressing well. Pupils are exceeding expectations in foundation subjects.

Teacher Assessed Grades completed successfully with enhanced scrutiny of entries and grades. AQA completed external validation with Woodlane and all entries were agreed/approved.

Progress and Outcomes remained high despite the challenging situation.

- Outcomes in Maths remain high, with 95% of pupils meeting their expected outcome and 79% exceeding. This is an outstanding set of results.
- Results in English exceeded the threshold for Outstanding in both progress and Outcomes. 100% of pupils met, and 78% exceeded outcomes. 99% met and 51% exceeded in progress.
- Progress in Maths was Good, with 99% of pupils meeting expectations, and a minority (41%) exceeding. Raising the proportion exceeding to well over 50% is a target for next year.



- Progress in Science was down year on year and significantly below that of the other Core Subjects. 88% of pupils met expectations of progress, with 17% exceeding. When looking at Outcomes, 83% met and 28% exceeded. Both of these areas are a target for the next academic year.

Achievement in the Foundation Subjects was outstanding overall when formal qualifications are considered.

- 100% of pupils exceeded expected outcomes in Art.
- 100% of pupils exceeded expected outcomes in French.
- 100% of pupils exceeded expectations in Computing/Media
- Outstanding threshold achieved in DT and PE.
- Good outcomes achieved in Humanities.

Summer School (Covid-19 Catch Up) programme planned and delivered for the summer holidays. Additional £21,000 provided by DfE – school only claimed for £11,000 and all sessions were closely costed and managed effectively.

Summer School feedback was excellent:

“I am so happy to be seeing my friends over the summer!” “I liked going to the cinema, and being learning about money.”

Case studies conducted on Home Learning, e.g. Firefly use. Evaluation demonstrates that Woodlane’s online provision was robust:

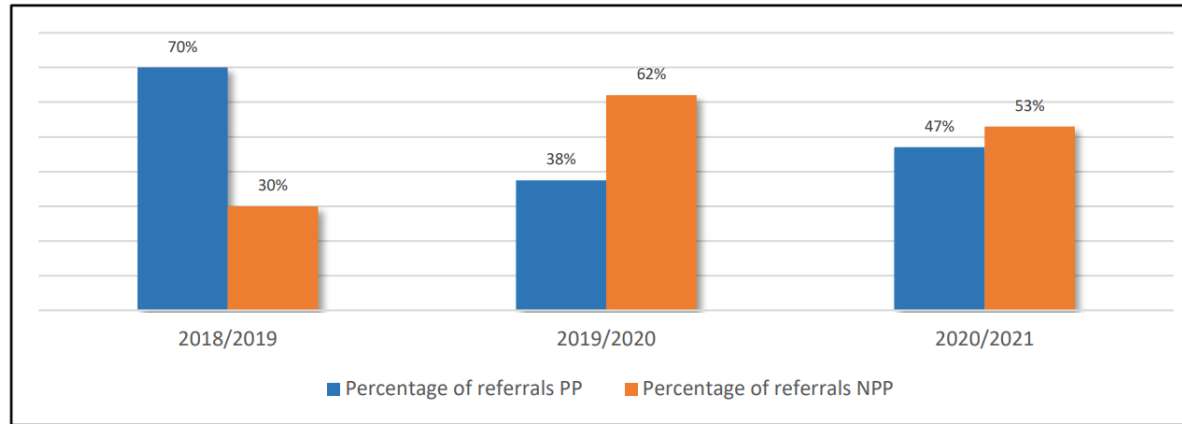
- All subjects worked hard to deliver on average 4-5 hours of learning per day as a combination of Firefly tasks, (as per the school timetable) and Live Lessons through Microsoft Teams.
- Woodlane offered on average 94% of the learning offer guidance published by DfE across all years, (Y8 = 93%, Y10 = 89%, Y11 = 100%).
- Whilst there were differences in the engagement and achievement of pupils within these, all pupils in this case study showed outstanding levels of engagement in some aspects of the provision.
- 2 of the 3 pupils demonstrated higher engagement in the provision Woodlane offered, and achievement that mirrored their positive progress in the Autumn Term.



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

1. The impact of additional funding on the school's ability to maintain outstanding provision for **behaviour** and attitudes of pupils.

Behaviour analysis of pupils receiving Pupil Premium – Academic Year Comparisons:



Other activities and areas of success:

Reset assemblies used well to re-establish pupil behaviour and build enthusiasm for learning.

Behaviour referrals reduced by 29% in the Autumn Term when compared to the previous Autumn Term.

Behaviour is outstanding and the school enables pupils, with a range of social and emotional difficulties, to develop skills to manage their own behaviour. A particular focus is placed on raising self-esteem and building resilience.

2. The impact of additional funding on the school's ability to maintain outstanding

Comparisons of pupils receiving Pupil Premium:

Academic Year comparisons of pupils receiving Pupil Premium

Pupil Premium National average for special schools (DFE 2018/2019)	Pupil Premium 2018/2019	Pupil Premium 2019/2020	Pupil Premium 2020/2021
88.4%	87.2% (92.1%)*	90.1% (93.4%)*	89.6% (92.6%)*



attendance
for pupils.

The decline in pupil premium attendance in the 2020/2021 Academic Year can be attributed to pupils mentioned above. *Attendance with pupils removed from data = 92.6%

Other activities and areas of success:

Pupils with attendance concerns at the start of the Autumn term have all attended regularly by working with medical teams, parents, and social workers in the second half of the Autumn Term.

Attendance of the whole school in Autumn was 90.3%, just above the school's target for this term. When pupils with medical needs are removed from the data attendance is 93.7%, just short of the 94% target.

In the Spring Term attendance overall was 92.7% but as much of this term (excluding 2.5 weeks) was lost to school closure, analysis of this term does not provide useful or useable information.

Attendance in the Summer Term rose slightly to 90.8%. The national average for special schools (DfE published data 2021) has now fallen to 89.9%, the first time it has dipped below 90%. This demonstrates a substantial fall in all attendance across the UK. Woodlane's attendance sits comfortably above this figure, but will aim to do more to raise this figure back to pre-pandemic levels.

Attendance rewards achieved by a high number of pupils. 24 achieved 98%+ attendance over the year – 1 Mega. 8 achieved 100% attendance over the academic year – a £10 voucher.



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

<p>Training is provided to ensure TA support is consistently outstanding.</p>	<p>MMH training provided to TA team in September INSET 2020 (run by MJ) and in a TA meeting (run by Sarah and Ethan - HLTAs) in April 2021.</p> <p>MMH training delivered supported staff (anecdotally) to feel better prepared for working with pupils on an MMH pathway.</p> <p>Mental health training run by Ed. Psyc., (Gillian) in April INSET (19/04).</p> <p>VERP training took place during the Summer Term. It was delayed due to school closure and this somewhat limited its impact. The training staff received will be very useful moving forward and a less formal approach will be useful with the wider teaching assistant team.</p> <p>CiP training delivered by BK to all new staff – 12/05/21</p> <p>Understanding Dyslexia training took place with 18 staff, (primarily teaching assistants) for CPD day - 18/06.</p> <p>Dyslexia Friendly Accreditation training delivered by JJ to all TAs - 16/06.</p> <p>Dyslexia Friendly accreditation extended by British Dyslexia Association, as the organisation was not in a position to open new cases. New English teacher in post Sept 2021 to pick up this responsibility.</p> <p>New Lead Practitioner appointed, (JJ) with effective handover.</p>
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