



Woodlane High School
achieving success in a nurturing environment

Woodlane High School

Planning: Additional Funding (2021-2022)

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

Planning: Additional Funding (2020-2021)

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

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



Financial Implications and Expected Funding

Pupil Premium:

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

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

Notes:

- PP information for 2021/22 highlights expected values for funding and numbers, rather than guaranteed numbers.
- 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:	2021/22	2020/21	2019/20	2018/19	2017/18	2016/17
Pupils Eligible:	2 (2%)	2 (2%)	2 (2%)	2 (2%)	3 (4%)	3 (3%)
Virtual School’s Budget:	£4,600	£4,600	£4,600	£4,600	£6,900	£6,900



Covid Recovery Premium: (previously Covid Catch Up Premium)

The Covid Recovery Premium replaced the Covid Catch Up Premium this academic year. The main difference between the two is that the Recovery Premium is funded based on the number of disadvantaged pupils within the school, rather than targeting all pupils. The guidance states: *“Building on the pupil premium, this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.”* The school’s SEF/SIP highlights the school’s planning, spend and success criteria in regards to recovery.

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

Areas of Focus

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

These include:

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

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

Funding Type:	What is the funding aiming to address?
Pupil Premium	<p>At Woodlane High School, pupils who receive Pupil Premium (PP) can face a wide range of difficulties. These barriers to learning are not typical of every pupil who receives the payment, and are also not limited to those pupils who receive PP. A pupil who receives PP <u>may</u> experience:</p> <ul style="list-style-type: none"> • 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.



	<ul style="list-style-type: none">• 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 https://www.gov.uk/government/publications/pupil-premium/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. https://learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children</p>
Covid Recovery Premium	<p>In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery. The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the pupil premium, this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.</p> <p>It is widely accepted that the most vulnerable pupils and pupils from disadvantaged backgrounds have been most affected by the pandemic. This funding was issued to support programmes that the school deemed suitable to identify gaps in learning and replace the missed opportunities during both periods of school closure in 2020 and 2021.</p> <p>NB: This information is taken from the DfE guidance: https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding</p>



Overview of Expected Spending

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

Funding Type:	Item:	Expected Costs:
Pupil Premium	A proportion of the salary of the Lead Practitioner role, who: <ul style="list-style-type: none"> • 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) – expected to be 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 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.
	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. • End of Year Awards £150. • Christmas Shop enterprise project resources £200.



	<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"> • 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 Expected Expenditure: £52,781		
<p>Covid Recovery Premium</p>	<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. Minimum 18 interventions expected 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"> • Over the year, there is an expectation that a minimum of 100 of pupils will receive a



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



Impact of Funding

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

1. Close the gap in terms of outcomes achieved and the progress of pupils.	
The overall expected impact of the school's actions.	<p>Expected Success Criteria:</p> <ul style="list-style-type: none"> - At least 97% of pupils meet expected progress in Science. - At least 50% of pupils exceed expected progress in Science. - An aspirational target of at least 90% of pupils meeting expected outcomes is achieved. - At least 50% of pupils exceed expected outcomes in Science. - Ensure the vast majority of 'groups' meet expected progress. - The proportion of pupils who exceed expectations in Science, with particular focus on key groups: girls; PP; SEND and key Ethnicity groups, increases in line with their peers. - At least 97% of pupils meet expected progress in Maths. - At least 60% of pupils exceed expected progress in Maths. - At least 90% of pupils meet expected outcomes in Maths. - At least 60% of pupils exceed expected outcomes in Maths. - The gap is narrowed between PP and Non-PP in exceeding expectations.
The impact of recovery lessons on progress.	<p>Expected Success Criteria:</p> <ul style="list-style-type: none"> - Our Covid recovery programme for KS3, covers 3 timetabled booster lessons per week (2+ hours). KS4 (particularly Year 11) receive 2 additional timetabled lessons per week, as well as targeted lunchtime and after school support sessions, (3+ hours per week), - Recovery lessons have a positive impact on attainment and pupils track towards outstanding progress. - All pupils who are absent, but well enough to learn, participate in online learning. - Timetable recovery Science lessons to specifically target gaps in learning caused by the Covid-19 pandemic: - Increase Science curriculum time by 80 minutes per week in the Autumn Term. - Subject Leader to train, provide planning, resources and support for non-subject specialists. - Plan cross-curricular links with Maths e.g. problem solving. - Plan for increased practical tasks. - Timetabled Year 11 recovery lessons with the Subject Leader raise progress through increased flexible curriculum time on a Thursday.



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

The overall expected impact of the school's actions.

Expected Success Criteria:

- Pupils have accessed a variety of educational visits, competitions etc.
- At least 3 visitors have met with pupils in school and inspired them.
- Staff continue to act as role models.
- Staff engage in positive behaviour policy training and implement strong behaviour management.
- Pupils are observed in lesson observation displaying excellent behaviour for learning.
- Targeted interventions reduce the number of office referrals for named pupils by at least 25%.
- Pupils make positive reports regarding break and lunch time behaviour in a pupil conference and school council meetings.
- The number of break and lunch time referrals reduce by at least 50%.
- The number of corridor office referrals reduce by at least 50%.
- All staff have received an attachment awareness recap and continue to use strategies. This is evidenced in a Learning Walk.
- Pupils report in pupil conferences/questionnaires that they feel well supported in all subject areas.
- At least 6 pupils receive travel training throughout the year.
- Travel training outcomes are evident in relevant Annual Reviews.



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

<p>The overall expected impact of the school's actions.</p>	<p>Expected Success Criteria:</p> <ul style="list-style-type: none">- Relevant training has taken place, which feeds into practice, excellent practice is evident in lesson observations.- Shared TA classroom resources are in use and evident in lesson observations.- Staff agree, in the annual questionnaire, that training/support is strong and that SLT offer opportunities for CPD.- Staff engage in positive behaviour policy training and implement strong behaviour management.- Staff have received safeguarding training and their knowledge remains strong.
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