



**Woodlane High School**  
achieving success in a nurturing environment

# Woodlane High School

## Planning: Additional Funding (2022-2023)

**Including: Pupil Premium, Recovery Premium and other forms of funding for disadvantaged children.**



## Planning: Additional Funding (2022/23)

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 2022/23 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 arrangement 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:

The recovery premium grant is part of the government's package of funding to support pupils whose education has been impacted by coronavirus. It is a time-limited grant providing funding across the 2021/22, 2022/23 and 2023/24 academic years.

£552 for each pupil on roll at the October 2022 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:	2022/23	2021/22	2020/21	2019/20	2018/19	2017/18	2016/17	2015/16
<b>Pupils Eligible:</b>	63 (55%)	58 (54%)	58 (54%)	44 (44%)	40 (37%)	42 (44%)	62 (62%)	61 (61%)
<b>Funding Received:</b>	£58,905	£54,436	£54,436	£41,140	£37,400	£39,270	£58,220	£57,035

### Looked After Children:

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

Academic Year:	2022/23	2021/22	2020/21	2019/20	2018/19	2017/18	2016/17
<b>Pupils Eligible:</b>	2 (2%)	2 (2%)	2 (2%)	2 (2%)	2 (2%)	3 (4%)	3 (3%)
<b>Virtual School’s Budget:</b>	£4,600	£4,600	£4,600	£4,600	£4,600	£6,900	£6,900



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

The Covid-19 Recovery Premium has replaced the Covid Catch Up Premium and is expected to continue for academic years 2022/23 and 2023/24. 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: “schools must use their recovery premium on evidence-based approaches to support pupils.” The school’s SEF/SIP highlights the school’s planning, spend and success criteria in regards to recovery.

<b>Academic Year:</b>	2022/23	2021/22	2020/21 (COVID Catch-up Premium)
<b>Pupils Eligible:</b>	63 (FSM pupils)	58 (FSM pupils)	104 (all pupils)
<b>Funding Received:</b>	£34,776	£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. all pupils who are returning to school after significant periods of absence, e.g. 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?
<b>Pupil Premium</b>	<p>At Woodlane High School, pupils who receive Pupil Premium (PP) can face a wide range of difficulties. These barriers to learning are not typical of every pupil who receives the payment, and are also not limited to those pupils who receive PP. A pupil who receives PP <u>may</u> experience:</p> <ul style="list-style-type: none"> <li>• Less financial support within the home.</li> <li>• Less access to basic needs.</li> <li>• Less support for school work/emotional support.</li> <li>• Less opportunities for independence.</li> </ul> <p>These barriers <u>could</u> affect the progress of a pupil who attends Woodlane High School in significant ways, including:</p>



	<ul style="list-style-type: none"><li>• Low aspirations.</li><li>• Low engagement in school life.</li><li>• Low prior attainment.</li><li>• Slower progress.</li><li>• Increased behaviour difficulties.</li><li>• Low attendance and punctuality.</li><li>• Low reading/writing/numeracy ages.</li><li>• Increased difficulty accessing the curriculum.</li></ul> <p>NB: The information above is based on DfE documentation on the use of Pupil Premium <a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a></p>
<b>Looked After Children</b>	<p>Looked after children come from a range of different backgrounds and have varied experiences of care. Each child has their own different and specific sets of needs. This is why their funding is applied to individual cases, rather than the wider cohort.</p> <p>Their experiences before and during care makes them a particularly vulnerable group of young people. Children may enter care for all sorts of reasons, but many enter because they have been abused or neglected. These experiences can leave children with complex emotional and mental health needs, which can increase their vulnerability to abuse.</p> <p>NB: The information above is based on NSPCC documentation on Looked After Children. <a href="https://learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children">https://learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children</a></p>
<b>Recovery Premium</b>	<p>The Recovery Premium is focused on pupil premium eligible pupils and pupils in specialist settings such as special schools, special units and pupil referral units (PRUs). This is because of the additional impact of the pandemic on these students. However, schools can use it to deliver evidence-based approaches for supporting any pupil based on an assessment of individual need. A ‘menu of approaches’ has been developed to help schools to use both grants effectively.</p> <p>Any activities funded by recovery premium (or pupil premium) must align with the ‘menu’ from the start of the 2022 to 2023 academic year, (see next page).</p> <p>NB: This information is taken from the DfE guidance: <a href="https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding">https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding</a></p>



## Menu of Approaches

The DfE have published a 'Menu of Approaches' that all activities funded by Pupil Premium and Recovery Premium must fall under. These include the following:

Category:	Approach:
<b>High-quality teaching</b>	Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils
	Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning
	Mentoring and coaching
	Recruitment and retention of teaching staff
	Technology and other resources focussed on supporting high quality teaching and learning
<b>Targeted academic support</b>	Interventions to support language development, literacy, and numeracy
	Activity and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions
	One to one and small group tuition
	Peer tutoring
<b>Wider strategies</b>	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance
	Extracurricular activities, including sports, outdoor activities, arts, culture and trips
	Extended school time, including summer schools
	Breakfast clubs and meal provision
	Communicating with and supporting parents

All activities that Woodlane implements through Pupil Premium Funding met one or more of these categories. These are referenced on the following pages – coded as above



## 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. Colour coding and statements below each section denote which of the 'Menu of Approaches' are being considered within each.

Funding Type:	Item:	Expected Costs:
<b>Pupil Premium</b>	<p>A proportion of the salary of the Lead Practitioner role, who:</p> <ul style="list-style-type: none"> <li>• Coordinates evidence based targeted interventions that are delivered by a range of different staff to all pupils.</li> <li>• Delivers a range of targeted interventions to specific pupils.</li> </ul> <div style="background-color: #e6f2ff; padding: 5px;"> <ul style="list-style-type: none"> <li>• Technology and other resources focussed on supporting high quality teaching and learning</li> <li>• Interventions to support language development, literacy, and numeracy</li> <li>• Activity and resources to meet the specific needs of disadvantaged pupils with SEND</li> <li>• Teaching assistant deployment and interventions</li> <li>• One to one and small group tuition</li> </ul> </div>	<ul style="list-style-type: none"> <li>• £36,000 approx. 63% of the salary.</li> </ul>
	<p>A proportion of the cost of educational visits, trips and experience-based opportunities, including:</p> <ul style="list-style-type: none"> <li>• Funding to allow pupils from lower income families to attend the school camping trip.</li> <li>• Funding to ensure pupils from lower income families can receive reduced costs/fees for a wide range of other school trips and events.</li> <li>• Funding to allow for in-school visitors and CEIAG providers to enrich learning.</li> </ul>	<ul style="list-style-type: none"> <li>• £500 deposit for school camping trip leading to a reduced cost for PP pupils.</li> <li>• £500 budgeted and spent to further support low income families with cost, equipment etc.</li> <li>• £1,000 budget spent to support additional educational visits where there would be an expected family contribution.</li> </ul>





	<ul style="list-style-type: none"><li>• Extracurricular activities, including sports, outdoor activities, arts, culture and trips</li><li>• Extended school time, including summer schools</li></ul>	<ul style="list-style-type: none"><li>• £1,000 PP allocated budget for school visitors.</li></ul>
	<p>A proportion of the cost of activities, items, strategies, and other provision designed to raise progress, including:</p> <ul style="list-style-type: none"><li>• Mega rewards to encourage greater participation and effort within class.</li><li>• Attendance reward prizes and visits to encourage improved attendance and punctuality to school.</li><li>• End of year pupil awards, e.g. Most Improved Literacy.</li><li>• Resources for the Christmas Shop – Enterprise Project.</li></ul> <ul style="list-style-type: none"><li>• Supporting pupils’ social, emotional and behavioural needs</li><li>• Supporting attendance</li><li>• Extracurricular activities, including sports, outdoor activities, arts, culture and trips</li></ul>	<ul style="list-style-type: none"><li>• Mega and attendance rewards - £1,500 budgeted.</li><li>• End of Year Awards £150.</li><li>• Christmas Shop enterprise project resources £200.</li></ul>
	<p>A proportion of costs associated with the training and development of all staff with responsibility for supporting pupils in receipt of Pupil Premium. This included:</p> <ul style="list-style-type: none"><li>• Mental Health First Aid</li><li>• HLTA Training, including those assigned to support mental health and wellbeing.</li><li>• Counselling Training for MMH Specialist HLTA.</li></ul> <ul style="list-style-type: none"><li>• Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</li><li>• Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</li><li>• Recruitment and retention of teaching staff</li></ul>	<p>Whole school budget set and spent. 58% of funding attributed to PP on various key areas as detailed:</p> <ul style="list-style-type: none"><li>• DSL - £1,100</li><li>• MH First Aid - £800</li><li>• HLTA - £800</li><li>• Counselling - £2000</li></ul>



	<p>Funding to enable pupils in receipt of Pupil Premium to have their basic needs met, including:</p> <ul style="list-style-type: none"><li>• Funding that supports pupils from lower income families to access school uniform and PE kit.</li><li>• Funding to ensure pupils from lower income families have access to a free breakfast and after school clubs without 'payment stigma'.</li><li>• Funding to maintain and improve the school's sensory garden to be used with all pupils, and particularly Nurture Class.</li></ul> <ul style="list-style-type: none"><li>• Extracurricular activities, including sports, outdoor activities, arts, culture and trips</li><li>• Extended school time, including summer schools</li><li>• Breakfast clubs and meal provision</li></ul>	<ul style="list-style-type: none"><li>• £1,500 budget for 'un-paid' PE kit – gifted to PP pupils.</li><li>• £5,000 of PP funding used to ensure breakfast club remains free.</li><li>• £3,000 of PP funding used to maintain a range of after school clubs.</li><li>• £1000 = 58% of overall spend on sensory garden</li></ul>
<b>Total Expected Expenditure: £63,250</b>		
<b>Recovery Premium</b>	<p>A small proportion of the salary of the two Lead Practitioner roles, who:</p> <ul style="list-style-type: none"><li>• Coordinate evidence based targeted interventions to a wide range of pupils, designed to catch up pupils whose progress has dipped in a specific area.</li><li>• Delivers targeted interventions to specific pupils and provides support for parents, e.g. those on the MMH pathway.</li></ul> <ul style="list-style-type: none"><li>• Technology and other resources focussed on supporting high quality teaching and learning</li><li>• Interventions to support language development, literacy, and numeracy</li><li>• Activity and resources to meet the specific needs of disadvantaged pupils with SEND</li><li>• One to one and small group tuition</li><li>• Communicating with and supporting parents</li></ul>	<p>Lead practitioner interventions costed at £450 per intervention – inclusive of 12hrs of delivery/planning/evaluation.</p> <ul style="list-style-type: none"><li>• £9,000 costed across the 2 Lead Practitioners. Approx. 20 interventions expected over the full year.</li></ul>



	<p>A small proportion of the salaries of additional staff delivering targeted interventions based on needs identified by school, parents and the pupils themselves.</p> <ul style="list-style-type: none"><li>• Technology and other resources focussed on supporting high quality teaching and learning</li><li>• Interventions to support language development, literacy, and numeracy</li><li>• Activity and resources to meet the specific needs of disadvantaged pupils with SEND</li><li>• Teaching assistant deployment and interventions</li><li>• One to one and small group tuition</li></ul>	<p>Single interventions costed at £60 per pupil for 4 hours of a targeted intervention, inclusive of delivery/planning/evaluation.</p> <ul style="list-style-type: none"><li>• Over the year, there is an expectation that a minimum of 100 of pupils will receive a targeted intervention in the were included through, costing £6,000</li></ul>
	<p>For 2022/23, Woodlane have introduced a new Lunchtime provision programme. Pupils are provided with extra curriculum teaching opportunities through a coordinated lunchtime programme. Opportunities for learning are varied and built around the pupil's interests. Pupils can opt in to activities modelled on a forest school such as music, water play, reading challenges, a mud kitchen and large-scale board games. Sports activities are run by staff daily and there are inside alternatives too.</p> <p>To ensure this provision is ready, the school:</p> <ul style="list-style-type: none"><li>• Purchased a steel shed full of relevant resources to ensure things are stored safely.</li><li>• Adapted a teacher's timetable to be present each lunchtime to oversee the activities and plan the programme.</li><li>• Ordered bespoke resources for SEND.</li><li>• Set up a full curriculum plan for the relevant activities for the full year linked to pupil outcomes and targets.</li></ul> <ul style="list-style-type: none"><li>• Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</li></ul>	<p>Setting up of the provision for the first year has been as follows:</p> <ul style="list-style-type: none"><li>• 1x member of staff timetabled for 5 lessons per week to lead the programme = £8,384</li><li>• Purchase of specific resource (container shed and contents) = £8,660.</li><li>• Purchase of a range of resources, including water tray, puppets, sand play activities, easels, waving kit, chalkboard, instruments, etc. = £2000</li></ul>



	<ul style="list-style-type: none"><li>• Interventions to support language development, literacy, and numeracy</li><li>• Activity and resources to meet the specific needs of disadvantaged pupils with SEND</li><li>• Teaching assistant deployment and interventions</li><li>• Supporting pupils' social, emotional and behavioural needs</li><li>• Extracurricular activities, including sports, outdoor activities, arts, culture and trips</li></ul>	
	<p>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.</p> <ul style="list-style-type: none"><li>• Interventions to support language development, literacy, and numeracy</li><li>• Activity and resources to meet the specific needs of disadvantaged pupils with SEND</li></ul>	<ul style="list-style-type: none"><li>• General sensory and OT resources - £700</li><li>• Computer programmes to support interventions - £1,000</li><li>• Therapy and training support - £1,500</li></ul>
<b>Total Expected Expenditure: £37,244</b>		



## Impact of Funding

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

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

<p>The overall expected impact of the school's actions.</p>	<p><b>Expected Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- At least 97% of pupils meet expected progress in Maths and Science.</li> <li>- At least 50% of pupils exceed expected progress in Maths and Science.</li> <li>- An aspirational target of at least 90% of pupils meeting expected outcomes is achieved in Science and Maths.</li> <li>- At least 50% of pupils exceed expected outcomes in Science and Maths.</li> <li>- Ensure the vast majority of 'groups' meet expected progress.</li> <li>- The proportion of pupils who met and exceed progress in Science, with particular focus on key groups: Year 8; Year 9; White British and Pupil Premium increases in line with their peers.</li> <li>- The gap is narrowed between PP and Non-PP in exceeding expectations.</li> </ul>
<p>The impact of recovery lessons on progress.</p>	<p><b>Expected Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- Continue with the weekly booster 'recovery' lessons, with a particular focus on Science and class-based investigations.</li> <li>- Revert the Food Science lesson (taught by DT Food Teacher) back to a Science lesson (taught by PE/Transition Teacher) with a focus on biology, and the human body – linked to PE lessons.</li> <li>- Targeted work is planned in Maths and Recovery lessons on investigation and problem solving etc. which is linked to Science</li> <li>- 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),</li> <li>- Recovery lessons have a positive impact on attainment and pupils track towards outstanding progress.</li> <li>- All pupils who are absent, but well enough to learn, participate in online learning.</li> <li>- Timetable recovery Science lessons to specifically target gaps in learning caused by the Covid-19 pandemic:</li> <li>- Science curriculum time is increased.</li> <li>- Subject Leader trains, provides planning, resources and support for non-subject specialists.</li> <li>- Cross-curricular links between Science and Maths are planned for, e.g. problem solving.</li> </ul>



	<ul style="list-style-type: none"><li>- An increase in practical tasks is seen in Science and Maths.</li><li>- Timetabled Year 11 recovery lessons with a range of Subject Leaders raise progress through increased flexible curriculum time on a Thursday.</li><li>- PSCHE whole school recovery lessons take place in the Autumn Term, adding 50mins a week to the timetable. Planned topics are linked to relationships and friendships.</li><li>-</li></ul>
The impact of the lunchtime curriculum on pupil progress.	<p><b>Expected Success Criteria:</b></p> <ul style="list-style-type: none"><li>- TA teacher leader timetabled for activity.</li><li>- Break and lunch time play curriculum created and in practice.</li><li>- Inspirational resources are in use and rotated.</li><li>- Details of the curriculum are on the school website.</li><li>- TAs are well supported and trained, thus enabling them to successfully implement the curriculum.</li><li>- Break and lunch time referrals reduce by at least 50%.</li><li>- Pupils provide positive feedback in pupil reference group.</li><li>- Pupils provide positive feedback in school council.</li><li>- A formal governor visit has taken place and feedback is positive.</li></ul>



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

<p>The overall expected impact of the school's actions.</p>	<p><b>Expected Success Criteria:</b></p> <ul style="list-style-type: none"><li>- Pupils have accessed a variety of educational visits, competitions etc.</li><li>- At least 3 visitors have met with pupils in school and inspired them.</li><li>- Pupils in PSCHE continue to access a wide range of extra-curricular learning and visitors on a universal or targeted basis to broaden the offer and ensure multiple voices are heard, e.g. Careers based learning with employees/employers from a range of settings.</li><li>- Outside agencies are accessed to offer formal and informal specialist provision, e.g. SRE support for those presenting with limited understanding or most at risk.</li><li>- Staff continue to act as role models.</li><li>- Staff engage in positive behaviour policy training and implement strong behaviour management.</li><li>- Pupils are observed in lesson observation displaying excellent behaviour for learning.</li><li>- Targeted interventions reduce the number of office referrals for named pupils by at least 25%.</li><li>- Pupils make positive reports regarding break and lunch time behaviour in a pupil conference and school council meetings.</li><li>- The number of break and lunch time referrals reduce by at least 50%.</li><li>- The number of corridor office referrals reduce by at least 50%.</li><li>- All staff have received an attachment awareness recap and continue to use strategies. This is evidenced in a Learning Walk.</li><li>- Pupils report in pupil conferences/questionnaires that they feel well supported in all subject areas.</li><li>- At least 6 pupils receive travel training throughout the year.</li><li>- Travel training outcomes are evident in relevant Annual Reviews.</li><li>- Nurture schemes of work reflect independent learning tasks.</li><li>- Pupils are able to use their cutlery and appropriately eat their lunch, showing appropriate manners.</li><li>- Zones of regulation continue to be used in every classroom.</li><li>- OT interventions take place for the lowest ability pupils.</li><li>- SALT interventions take place for the lowest ability pupils.</li><li>- OT workshop for parents receives positive feedback from parents, who are able to implement strategies at home.</li><li>- Pupils are better able to change for PE, with appropriate support if required.</li></ul>
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<p>The impact of the lunchtime curriculum on pupil's behaviour.</p>	<ul style="list-style-type: none"><li>- Pupils make positive reports regarding break and lunch time behaviour in pupil conference and school council meetings.</li><li>- The number of break and lunch time referrals reduce by at least 50%.</li><li>- TAs hold zoned areas of responsibility.</li><li>- Pupils are more interested and engaged in games.</li><li>- Library is used appropriately.</li><li>- Governor reports positive engagement in the playground and effective use of equipment through formal report.</li></ul>
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### 3. To ensure staff are equipped with increased knowledge and understanding in order to support disadvantaged pupils, specifically:

The overall expected impact of the school's actions.

#### **Expected Success Criteria:**

- 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.
- Our new Outstanding TA Support Criteria, is in use and informs PM.
- TA staff are well trained and training and research informs practice.
- The TA/Apprentice lead teacher leads on the development of TA practice.
- Robust PM targets are created for the Senior TA, who in turn sets robust targets for her team.
- Relevant training has taken place, which feeds into practice, excellent practice is evident in lesson observations.
- New TAs/Apprentices report that they received an excellent induction programme.
- 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.
- Entry level qualifications are reviewed to ensure pupils are appropriately challenged and all can exceed expected progress.
- Qualifications are appropriately selected and allow all pupils the opportunity to exceed expected outcomes.
- Record keeping for exams is robust.
- Termly moderation of coursework takes place.
- NCFE exams scheduled and delivered formally.