



Woodlane High School
achieving success in a nurturing environment

Woodlane High School

Planning: Additional Funding (2023-2024)

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

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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	£1,035
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	£2,530
Children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order	£2,530
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	£335
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 2021/22, 2022/23 and 2023/24.	£552 for each pupil on roll at the October 2023 census listed as FSM.
National Tutoring Programme:	NTP Grant per pupil:
The National Tutoring Programme (NTP) provides schools with funding to spend on targeted academic support, delivered by trained and experienced tutors and mentors.	£423 per pupil in the school in receipt of Pupil Premium, (65)

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:	2023/24	2022/23	2021/22	2020/21	2019/20	2018/19	2017/18	2016/17	2015/16
Pupils Eligible:	65 (58%)	63 (55%)	58 (54%)	58 (54%)	44 (44%)	40 (37%)	42 (44%)	62 (62%)	61 (61%)
Funding Received:	£67,275	£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 £2,530 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:	2023/24	2022/23	2021/22	2020/21	2019/20	2018/19	2017/18	2016/17
Pupils Eligible:	2 (2%)	2 (2%)	2 (2%)	2 (2%)	2 (2%)	2 (2%)	3 (4%)	3 (3%)
Virtual School’s Budget:	£5,060	£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.

Academic Year:	2023/24	2022/23	2021/22	2020/21 (COVID Catch-up Premium)
Pupils Eligible:	65 (FSM pupils)	63 (FSM pupils)	58 (FSM pupils)	104 (all pupils)
Funding Received:	£35,880	£34,776	£16,820	£24,960

National Tutoring Programme (NTP):

The National Tutoring Programme (NTP) provides primary and secondary schools with funding to spend on targeted academic support, delivered by trained and experienced tutors and mentors. There are 3 routes to providing subsidised tuition:

- academic mentors – full-time, in-house staff members employed to provide intensive support to pupils who need it.
- tuition partners – tutors recruited by external tutoring organisations quality-assured by DfE.
- school-led tutoring – members of a school’s own personnel, either currently employed or specifically engaged for this purpose, including retired, returning or supply teachers, support staff, and others

State-funded schools will receive NTP funding over the course of the 2022 to 2023 academic year to deliver tuition to their pupils. This funding is intended to cover 60% of the unit cost of tuition, with schools targeting the tutoring offer towards their pupil premium (PP) cohort and making up the remainder of the cost using PP or from other core school budgets.

Academic Year:	2022/23	2022/23
Pupils Eligible:	65	66
Funding Received:	£27,495	£27,918.00



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?
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 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>
Recovery Premium	<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: https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding</p>



National Tutoring Programme	<p>The overall approach to the NTP from 2022 is to put schools in charge of designing and delivering a tutoring offer that suits the needs of their pupils. Non-mainstream schools will receive a capped figure of £47 of which the DfE subsidy will be £28.20 (60%). DfE will support this by:</p> <ul style="list-style-type: none">• providing core funding to schools• recruiting, via a delivery partner, well-qualified academic mentors• helping schools find high-quality tuition partners• providing training, via a delivery partner, for school-led tutors• offering support to any school that requires it <p>NB: This information is taken from the DfE guidance: https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-2022-to-2023</p>
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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:

Funding Type:	What is the funding aiming to address?
High-quality teaching	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
Targeted academic support	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
Wider strategies	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:
Pupil Premium	<p>A proportion of the salary of the Lead Practitioner role, who:</p> <ul style="list-style-type: none"> Coordinates evidence based targeted interventions that are delivered by a range of different staff to all pupils. Delivers a range of targeted interventions to specific pupils. <ul style="list-style-type: none"> 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 Recruitment and retention of teaching staff Technology and other resources focussed on supporting high quality teaching and learning 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 	<ul style="list-style-type: none"> £36,000 approx. 58% of the salary.
	<p>A proportion of the costs to support the development of reading within the school, including:</p> <ul style="list-style-type: none"> Purchase and implement a new whole school reading scheme, delivered by non-specialist staff through Recovery lessons. 	<ul style="list-style-type: none"> £4,000 - English schemes and assessment. £26,000 – Library refit. £10,000 – Books and resources



- Adding 2x weekly sessions for reading for meaning, SPAG and tutor time reading to encourage a culture of reading for pleasure.
- All pupils to undergo new standardised testing processes to determine their reading skills.
- Parent workshops such as 'Reading for pleasure' are used to change the focus of the mechanics of reading and encouraging reading for pleasure. Parents given strategies to support their children in developing a positive reading culture in the home. Parents provided with different activities that cover 'reading' such as propaganda, recipes, comics, roleplay and not limiting pupils to books.
- Toe by Toe targeted intervention to be re-launched due to excellent success with reading ages in the past.
- A small number of teachers are trained in phonics teaching, and these teachers deliver interventions and training.
- Scholastic reading fair at the end of Spring Term.
- Whole short stories project, to run termly – short stories are sent home and weekly challenge activities to do at home around the story will be shared and celebrated as a school community.
- Mystery readers that could include parental engagement during reading form time to be explored.
- Improving pupil's view of reading, due to many pupils arriving at Woodlane with a negative attitude/preconception towards reading due to primary school experiences/level of need.
- Library to be updated in collaboration with pupils and staff, and intended to be used more regularly
- Library displays to be considered in revamp.
- Library update to include displays to encourage choice and recommendations, opportunities for pupils to gain



	<p>responsibility in choosing books and sharing recommendations to peers.</p> <ul style="list-style-type: none">• Library update acting on pupil voice to create a more inviting environment with new resources. <ul style="list-style-type: none">• 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• 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	
	<p>A proportion of the cost of educational visits, trips and experience-based opportunities, including:</p> <ul style="list-style-type: none">• Funding to allow pupils from lower income families to attend the school camping trip and the Barcelona 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">• Extracurricular activities, including sports, outdoor activities, arts, culture and trips• Extended school time, including summer schools	<ul style="list-style-type: none">• £500 deposit for school camping and for Barcelona 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.
	<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">• Mega and attendance rewards - £1,500 budgeted.



	<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. <div><ul style="list-style-type: none">• Supporting pupils' social, emotional and behavioural needs• Supporting attendance• Extracurricular activities, including sports, outdoor activities, arts, culture and trips</div>	<ul style="list-style-type: none">• End of Year Awards £150.• Christmas Shop enterprise project resources £200.
	<p>A proportion of the cost of increased provision, activities, items, strategies, and other provision designed to raise progress in Science specifically, including:</p> <ul style="list-style-type: none">• Improve the environment of the Science room with a full reformat of the layout, new cupboards and resources.• Further improve Year 7 Science lessons, (taught by PE/Transition Teacher) with a focus on biology, and the human body – linked to PE lessons.• Science subject leader to continue to provide targeted resources to non-subject specialists.• A trainee teacher (PGCE) to join the school from February to work alongside the Science teacher in post.• Science subject leader to continue to provide targeted resources to non-subject specialists.• Supply Science Teacher to provide targeted support to named pupils in the Summer Term, 2 days a week.• Schedule theme days directly linked to Chemistry and Physics areas for improvement – pupils have requested a space theme day.	<ul style="list-style-type: none">• Supply teacher (Science) to support/teach 2 days per week in the Summer Term – approx. £5,500• Theme Days/Visits (costed above)• PGCE student (school are funded for the placement)• Classroom upgrade works already costed.• Resources and subject development budget, £2,000.



	<ul style="list-style-type: none">• Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils• Recruitment and retention of teaching staff• Technology and other resources focussed on supporting high quality teaching and learning• Supporting pupils' social, emotional and behavioural needs• Supporting attendance• Extracurricular activities, including sports, outdoor activities, arts, culture and trips	
	<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 Specialist HLTA.• Pupil Premium training for staff around common barriers, including, 'What do I do to support pupils in receipt of Pupil Premium?' <ul style="list-style-type: none">• 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• Recruitment and retention of teaching staff	<p>Whole school budget set. 58% of funding attributed to PP on various key areas as detailed:</p> <ul style="list-style-type: none">• DSL - £1,100• Team Teach Training - £3,000• MH First Aid - £800• HLTA - £800• Counselling - £2,000
	<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.	<ul style="list-style-type: none">• £1,500 budget for 'un-paid' PE kit – gifted to PP pupils.• £7,000 of PP funding used to ensure breakfast club remains free.



	<ul style="list-style-type: none"> Funding to ensure pupils from lower income families have access to a free breakfast and after school clubs without 'payment stigma'. Funding to maintain and improve the school's sensory garden to be used with all pupils, and particularly Nurture Class. 	<ul style="list-style-type: none"> £3,000 of PP funding used to maintain a range of after school clubs. £1000 = 58% of overall spend on sensory garden
	<ul style="list-style-type: none"> Extracurricular activities, including sports, outdoor activities, arts, culture and trips Extended school time, including summer schools Breakfast clubs and meal provision 	
Total Expected Expenditure: £68,550		
Recovery Premium	<p>A small proportion of the salary of the Lead Practitioner role, who:</p> <ul style="list-style-type: none"> Coordinate 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 and provides support for parents, e.g. those on the MMH pathway. 	<p>Lead practitioner interventions costed at £450 per intervention – inclusive of 12hrs of delivery/planning/evaluation.</p> <ul style="list-style-type: none"> £9,000 costed for Lead Practitioners. Approx. 20 interventions expected over the full year. <p>Lead Practitioner salary costed in previous section.</p>
	<ul style="list-style-type: none"> Technology and other resources focussed on supporting high quality teaching and learning Interventions to support language development, literacy, and numeracy Activity and resources to meet the specific needs of disadvantaged pupils with SEND One to one and small group tuition Communicating with and supporting parents <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>	<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">• Technology and other resources focussed on supporting high quality teaching and learning• 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	<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. See Targeted Intervention Report.
	<p>In 2022/23, Woodlane introduced a new Lunchtime provision programme and due to its success, funding will be continued to be used to ensure this continues to have a positive impact. 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 continue effectively running this provision, the school will:</p> <ul style="list-style-type: none">• Continue to update the relevant resources used for the playground curriculum to ensure activities remain varied and pupil engagement/interest is high.• Continue with the adapted teacher's timetable to enable her to be present each lunchtime to oversee the activities and plan the programme.• Adapt and refine the full curriculum plan for the relevant activities for the full year linked to pupil outcomes and targets. <ul style="list-style-type: none">• Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils	<p>Setting up of the provision for the first year has been as follows:</p> <ul style="list-style-type: none">• 1x member of staff timetabled for 5 lessons per week to lead the programme = £8,384• Update specific resource, including water tray, puppets, sand play activities, easels, waving kit, chalkboard, instruments, etc. = £2,000



	<ul style="list-style-type: none"> 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 Supporting pupils' social, emotional and behavioural needs Extracurricular activities, including sports, outdoor activities, arts, culture and trips 	
	<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"> Interventions to support language development, literacy, and numeracy Activity and resources to meet the specific needs of disadvantaged pupils with SEND 	<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: £28,584		
National Tutoring Programme	<p>The cost of staffing, training and resources required to deliver wider targeted interventions under the School Led Tuition model of the NTP programme. Interventions are based on needs identified by school, parents and the pupils themselves. Therefore, some of these activities cannot be planned fully in advance, as they will respond to changing needs throughout the academic year.</p> <ul style="list-style-type: none"> 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 	<p>Single interventions are costed on the basis of each pupil the intervention targets. £46 per pupil per hour of tuition is the DfE cap.</p> <p>Whilst almost all pupils benefitted from a Targeted Intervention over the academic year, only a certain number of these can be claimed via NTP as they must be led by a trained teacher, or a skilled TA who has completed the NTP training.</p>



		<p>The school's plans a similar programme to last year, as follows:</p> <p>Drawing and Talking Therapy</p> <ul style="list-style-type: none">• 3 pupils• 114 total hours• £4,476 <p>Exam support and interventions</p> <ul style="list-style-type: none">• 15 pupils• 570 hours• £22,380 <p>Phonics Intervention</p> <ul style="list-style-type: none">• 3 pupils• 114 hours• £4,476 <p>Saturday Tuition</p> <ul style="list-style-type: none">• 9 pupils• 15 hours• £702 <p>Careers and College Support</p> <ul style="list-style-type: none">• 3 pupils• 114 hours• £4,476 <p>Zones of Regulation Support</p> <ul style="list-style-type: none">• 3 pupils• 114 hours• £4,476
Total cost of all strategies listed in all areas: £138,120		Total Expected Expenditure: £40,986



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 with a focus on Science and Reading.	Expected Success Criteria: <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 in Science and Maths.- At least 50% of pupils exceed expected outcomes in Science.- Pupils in receipt of PP progress as well as their peers, (specifically exceeding) in all subjects and close the gap in Science.- Ensure the vast majority of 'groups' meet expected progress.- The progress of Boys and Girls is outstanding.- The progress of all pupils in the Reading strand of English is outstanding, with 97%+ meeting and at least 50% exceeding.- All progress data in Reading shows an increase on 2022/23 data.
The impact of recovery lessons on progress in Reading.	Expected Success Criteria: <ul style="list-style-type: none">- The recovery programme for KS3, covers 3 timetabled booster lessons per week (2+ hours). KS4 (particularly Year 10) receive 2 additional timetabled lessons, while Year 11 have 2x new formal teaching periods for English and Maths 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.- 2x weekly recovery lessons are provided for Reading and SPAG in the Autumn Term, with 1x lesson per week in the Spring/Summer Term.- New reading scheme is in use.- All pupils are reassessed under the new reading assessment. Reading ages are comparable with previous assessment- Non-specialist staff delivering reading recovery lessons receive training from the English subject leader and the Reading Team.- Learning Walks showcase outstanding practice and consistency of approach within the reading recovery lessons.



	<ul style="list-style-type: none">- Pupils feedback that recovery reading lessons are supporting their reading development.- Reading progress is considered to be outstanding across all year groups in internal data.- The library is revamped and is widely used by pupils.- Engagement with parents on reading improves parental engagement.- All pupils who are absent, but well enough to learn, participate in online learning.- Subject Leader trains, provides planning, resources and support for non-subject specialists.
The impact of recovery lessons on progress in Science	<p>Expected Success Criteria:</p> <ul style="list-style-type: none">- Continue with the weekly booster 'recovery' lessons, with a particular focus on Science and class-based investigations in the Spring and Summer terms.- Timetable recovery Science lessons to specifically target gaps in learning caused by the Covid-19 pandemic. Science curriculum time is increased.- 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.- Targeted work is planned in Maths and Recovery lessons on investigation and problem solving etc. which is linked to Science- The environment of the Science room is improved with a full reformat of the layout, new cupboards and resources.- Year 7 Science lessons are improved, through quality teaching by the PE/Transition Teacher, with a focus on biology and the human body – linked to PE lessons.- A trainee teacher (PGCE) joins the school from February to work alongside the Science teacher in post.- Science subject leader to continue to provide targeted resources to non-subject specialists.- Supply Science Teacher provides targeted support to named pupils in the Summer Term, 2 days a week.- Theme days are directly linked to Chemistry and Physics areas for improvement – pupils have requested a space theme day.- Cross-curricular links between Science and Maths are planned for, e.g. problem solving.- An increase in practical tasks is seen in Science and Maths.



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>Expected Success Criteria:</p> <ul style="list-style-type: none">- Pupils have accessed a variety of educational visits, competitions etc.- At least 3 visitors have met with pupils in school and inspired them.- Pupils in PSICHE 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.- 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.- 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.- Nurture schemes of work reflect independent learning tasks.- Pupils are able to use their cutlery and appropriately eat their lunch, showing appropriate manners.- Zones of regulation continue to be used in every classroom.- OT interventions take place for the lowest ability pupils.- SALT interventions take place for the lowest ability pupils.- OT workshop for parents receives positive feedback from parents, who are able to implement strategies at home.- Pupils are better able to change for PE, with appropriate support if required.
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<p>The impact of the lunchtime curriculum on pupil's behaviour.</p>	<ul style="list-style-type: none">- Pupils make positive reports regarding break and lunch time behaviour in pupil conference and school council meetings.- The number of break and lunch time referrals remain low.- TAs hold zoned areas of responsibility.- Pupils are more interested and engaged in games.- Refurbished library area 'Book Nook' is used appropriately.- Governor reports positive engagement in the playground and effective use of equipment through formal report.
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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.- 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.
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