



Woodlane High School

achieving success in a nurturing environment

Woodlane High School

Review: Additional Funding (2022-2023)

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

Du Cane Road London W12 0TN

Tel: 0208 743 5668 | **Fax:** 0208 743 9138

Headteacher: Claire Maynard | **E-mail:** admin@woodlane.lbhf.sch.uk

Web: www.woodlane.lbhf.sch.uk



Review: 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 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 2021/22, 2022/23 and 2023/24.	£552 for each pupil on roll at the October 2022 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, (66)



Financial Implications

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
Pupils Eligible:	66 (58%)	58 (54%)	58 (54%)	44 (44%)	40 (37%)	42 (44%)	62 (62%)	61 (61%)
Funding Received:	£61,670	£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
Pupils Eligible:	2 (2%)	2 (2%)	2 (2%)	2 (2%)	2 (2%)	3 (4%)	3 (3%)
Virtual School's Budget:	£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:	2022/23	2021/22	2020/21 (COVID Catch-up Premium)
Pupils Eligible:	66 (FSM pupils)	58 (FSM pupils)	104 (all pupils)
Funding Received:	£36,432	£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
Pupils Eligible:	66
Funding Received:	£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 in the 2022 to 2023 academic year 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 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. Colour coding and statements below each section denote which of the 'Menu of Approaches' are being considered within each.

Funding Type:	Item:	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"> £36,000 approx. 63% of the salary.
	<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 <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. 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.



	<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"> • £1,000 PP budget spent for school visitors and educational events on site.
	<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 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"> • Supporting pupils' social, emotional and behavioural needs • Supporting attendance • Extracurricular activities, including sports, outdoor activities, arts, culture and trips 	<ul style="list-style-type: none"> • Mega and attendance rewards - £1,500 budgeted. • End of Year achievement 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 Specialist HLTA. <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 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 - £2000



	<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 maintain and improve the school's sensory garden to be used with all pupils, and particularly Nurture Class. <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	<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.• £1000 = 58% of overall spend on sensory garden
Total Expected Expenditure: £63,250		
Recovery Premium	<p>A small proportion of the salary of the two Lead Practitioner roles, 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. <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>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 across the 2 Lead Practitioners. Approx. 20 interventions expected over the full year. See Targeted Intervention Report.



	<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">• 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	<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. See Targeted Intervention Report.
	<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">• Purchased a steel shed full of relevant resources to ensure things are stored safely.• Adapted a teacher's timetable to be present each lunchtime to oversee the activities and plan the programme.• Ordered bespoke resources for SEND.• Set up a 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• Purchase of specific resource (container shed and contents) = £8,660.• Purchase of a range of resources, including water tray, puppets, sand play activities, easels, waving kit, chalkboard, instruments, etc. = £2000



	<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 Expenditure: £37,244		
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.</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 submissions for NTP are 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 Expenditure: £40,986
		Total Reclaimed (60%): £24,591.60



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 Maths and Science.

Progress:

- 99.01% of progress expectations were met, with 62.2% exceeded across all subjects.
- 100% of pupils met and exceeded expected progress in Maths and 77.45% exceeded expected progress. This was above the school's outstanding threshold.
- 95.41% of pupils met and exceeded expected progress in Science and 32.42% of pupils exceeded expected progress. This is a 7% rise year on year and the highest achieved since 2019 but did not quite achieve the outstanding threshold.
- Both PP and Non-PP pupils achieved the school's outstanding threshold for progress, but the data suggests PP pupils could be performing better still. A gap can be seen, however this gap only became established in the Summer Term data. PP pupils met expectations more commonly than their Non-PP peers, by 1% in 2022/23, but were 14% behind their Non-PP peers in expectations exceeding.
- In Science, a higher proportion of pupils in receipt of PP met expectations than their Non-PP peers. However, PP pupils were 15% behind their Non-PP peers in expectations exceeded.
- In Maths, 100% of pupils in receipt of PP met progress expectations, but were 11% behind their Non-PP peers in expectations exceeded.

Outcomes:

- 100% of pupils met expected outcomes in Maths qualifications with 82% exceeding by at least one grade. This is above the school's outstanding threshold.
- 75% of pupils met expected outcomes in Science qualifications with 50% exceeding by at least one grade, but did not quite achieve the outstanding threshold.
- Overall, there is very little difference between PP and Non-PP pupils. The gap in outcomes (in the core subjects) is 0.18% in meeting, and 5% in exceeding.
- In Science, pupils in receipt of PP outperformed their peers. 60% of pupils receiving PP exceeded expected outcomes in qualifications. This was above their peers not in receipt of PP, (40%).
- In Maths, pupils in receipt of PP achieved as well as their peers, with 70% exceeding, (compared to 80%) and both groups achieving 100% meeting.



<p>The impact of recovery lessons and school lead tuition on progress.</p>	<ul style="list-style-type: none">- Weekly booster 'recovery' lessons continued, with a focus on Science, STEM and class-based investigations.- The Food Science lesson (taught by DT Food Teacher) returned to being Science lesson (taught by PE/Transition Teacher) with a focus on biology, and the human body and linked to PE lessons.- Targeted work was planned in Maths and Recovery lessons on investigation and problem solving etc. which is linked to Science- Boys and girls in STEM are making progress above the Outstanding threshold. There are no gaps of concern in the progress of both groups and gaps are extremely small, (less than 2%) which is testament to the ongoing work across the school to drive progress within these subject areas.- The Covid recovery programme for KS3 covered 3 timetabled booster lessons per week (2+ hours). KS4 (particularly Year 11) received 2 additional timetabled lessons per week, as well as targeted lunchtime and after school support sessions, (3+ hours per week),- Recovery lessons had a demonstrable impact on attainment in all areas.- All pupils who were absent but well enough to learn, participated in online learning.- Timetabled recovery Science lessons specifically targeted gaps in learning caused by the Covid-19 pandemic:- Over 1500 hours of school led tuition and targeted interventions were delivered over the academic year using the DfE's NTP programme.- Science curriculum time was increased.- Subject Leader trained and provided planning/resources/support for non-subject specialists delivering recovery lessons.- Cross-curricular links between Science and Maths were planned and delivered, e.g. problem solving.- An increase in practical tasks was seen in Science.- Timetabled Year 11 recovery lessons with a range of Subject Leaders raised progress through increased flexible curriculum time on a Thursday.- PSCE whole school recovery lessons took place in the Autumn Term, adding 50mins a week to the timetable. Topics were linked to relationships and friendships and were well received. There was a significant rise in the proportion of pupils exceeding expectations year on year with 87% of pupils in PSCE exceeding expectations, and 100% met.
<p>The impact of the lunchtime</p>	<ul style="list-style-type: none">- See whole school/subject progress above.- TA Lead Teacher was successfully timetabled for lunchtime activity.- The break and lunch time play curriculum was created and in use for the full year.



curriculum on pupil progress.	<ul style="list-style-type: none">- Inspirational resources are in use and rotated.- Details of the curriculum are on the school website.- TAs are well supported and trained, thus enabling them to successfully implement the curriculum. Deputy Head delivered coaching to break and lunchtime staff during the 2022/2023 academic year.- Pupils provided positive feedback in school council.- A formal governor visit took place on 02/11/22, feedback was very positive. The governor commented, "A year 7 child wrote "we are happy" with a love heart on the chalk board/wall (that says it all!)" (see report).- Parent reference group took place 04/07/23. An example of parent feedback included – 'It was good to understand what types of activities are available during break times and how it helps with social skills'.
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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.	<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.- A wide range of visitors/workshops have taken place. Visitors have shared experiences and held sessions with pupils, e.g. aspirations sessions, food and hospitality, apprenticeship workshops, healthy relationships, SRE, recycling centre etc. throughout the year. This is a particular area of strength.- 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.- A theme day took place on 24/11/22, with various external visitors e.g. Careers and Enterprise company, London school of coffee), STEM Careers.- 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.- Whole school behaviour target (reward trip) has motivated pupils, they have attended a variety of clubs throughout the year.- Named pupils received the following therapeutic/targeted interventions via NTP support in 2022/2023:<ul style="list-style-type: none">o Art Therapy 6 x pupils,o MIND 3 x pupils,o Anna Freud Therapy 8 x pupils,o Drawing and Talking 4 x pupils.- Targeted interventions for named pupils has reduced the number of office referrals by 100%, 75%, 65%, and 64%.- Break and Lunchtime referrals from the playground have reduced by 67% in 2022/2023 when compared to the previous academic year.- Regular assemblies on behaviour and self-referrals have taken place on Mondays (see PowerPoints).- VAT referrals from Break and Lunch have reduced by 90% in 2022/2023, when compared to the previous academic year.- Office referrals have reduced by 26% in 2022/2023 when compared to the previous academic year.
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	<ul style="list-style-type: none">- All staff have received an attachment awareness recap and continue to use strategies.- Travel training too place for 6 pupils in the academic 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, (and further support is provided where this is required) 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.
The impact of the lunchtime curriculum on pupil's behaviour.	<ul style="list-style-type: none">- Pupils make positive reports regarding break and lunch time behaviour in pupil conference and school council meetings.- TAs hold zoned areas of responsibility.- Pupils are more interested and engaged in games.- Library is used appropriately.- TAs are well supported and trained, thus enabling them to successfully implement the curriculum. Deputy Head delivered coaching to break and lunchtime staff during the 2022/2023 academic year.- VAT referrals from Break and Lunch have reduced by 90% in 2022/2023, when compared to the previous academic year.- Office referrals have reduced by 26% in 2022/2023 when compared to the previous academic year.- Lunch time play curriculum was well received by pupils (see pupil conference dated 25/11/22). The SIA has commented positively on this provision and has linked us with another school to share our best practice.- Break and Lunchtime referrals from the playground have reduced by 67% in 2022/2023 when compared to the previous academic year. Pupils provide positive feedback in pupil reference group.- Code of conduct in the playground reminder assemblies delivered in the Autumn, Spring and Summer Terms.- The library is regularly used as a calm space during break and lunch.- 1:1 support has been provided for 2 x named pupils to role model and engage in varied activities and has had a positive impact on reducing the number of office referrals at break and lunchtime referrals by 100%/80%.



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.

- 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.
- 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.
- In the staff questionnaire in September 2023, 94% of staff stated the school makes appropriate provision for their professional development (2 members of staff disagreed). This was explored with the members of staff and a training plan implemented.
- Teacher and TA school visits took place in June 2023, observations informed personal practice.
- Opportunities for evidence informed research were scheduled for June 2023 – this was reflected in the middle leadership audit. It will also feed in to subject policies in the next academic year.
- 2 x TAs completed attachment awareness project training and delivered attachment awareness strategies training on 14/06/23.
- Attachment awareness training delivered to staff 14/06/23. Attachment awareness recap training delivered in INSET at start of the academic year to all staff this has supported the reduction in office referrals in Science and PE. This was repeated in the Spring and Summer Terms.



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| | <ul style="list-style-type: none">- Keeping children safe in education training and task was completed in September INSET. A recap and assessment of knowledge takes place in child protection group (see minutes).- Whole school safeguarding training has taken place on 20/09/22.- Whole school Prevent training took place on 25/01/23.- Sensory processing training delivered to teaching assistants which included theory and practical demonstration of sensory-motor regulation strategies.- OT co-facilitated session throughout SEND theme day - exploring preferred/non-preferred sensory-motor regulatory strategies with pupils.- Individualised support has been provided for parents regarding development of self-care skills- Education provided to teaching assistants/PE teacher regarding strategies to support pupil skill development.- OT parents workshops took place on 03/05/2023 regarding puberty. |
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