



Woodlane High School
achieving success in a nurturing environment

Woodlane High School

Additional Funding Summary Report (2023-2024)

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



Additional Funding (2023/24)

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 (£1,050 from 01/04/24)
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 (£2,570 from 01/04/24)
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 (£2,570 from 01/04/24)
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 (£340 from 01/04/24)
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. This was paid for the last time in June 2024.	£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, (66)



Financial Implications and Funding Received

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 a high of 62% in 2016 identified as the impact of universal free school meals in KS1 creating a dip in the proportion of parents claiming FSM, despite being eligible. Growth year on year in the numbers eligible has seen the proportions return to broadly similar levels as 2016 (60%) by 2023/24. High pupil numbers in the school have led to growth in funding received. 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	£64,815	£54,436	£54,436	£41,140	£37,400	£39,270	£58,220	£57,035

Looked After Children: -67275

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 has traditionally been 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 usually ‘received’ by the school directly. Instead, it is used by Virtual Schools (often in discussion with the school) to provide targeted resources for each individual pupil. Woodlane has no pupils with parents in the armed forces. This year, the school received this funding directly to support with the education and wellbeing of the three pupils eligible.

Academic Year:	2023/24	2022/23	2021/22	2020/21	2019/20	2018/19	2017/18	2016/17
Pupils Eligible:	3 (3%)	2 (2%)	2 (2%)	2 (2%)	2 (2%)	2 (2%)	3 (4%)	3 (3%)
Virtual School’s Budget:	£7,590	£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 now confirmed to be ceasing at the end of this academic year (2023/24). The main difference between the two types of premium 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 and continues to be the primary source of funding used by school for its Recovery programme. From the next academic year this programme will need to be funded from the school’s Pupil Premium funding and Core school funding.

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 received NTP funding over the 2022/23 and 2023/24 academic years to deliver tuition to their pupils. This funding is intended to cover 60% of the unit cost of tuition, (reducing to 50% in 2023/24) 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. This funding will be ceased at the end of the academic year 2023/24.



Academic Year:	2023/24	2022/23
Pupils Eligible:	65	66
Funding Received:	£25,885.25*	£27,918.00

***Notes on funding received:** Following completion of the school's year end statement 2023/24, the school had expected to spend the entirety of the allocation. However, due to a number of factors not all was spent, leaving a small clawback of £1609.75 from the original expected value of £27,495. One key factor was the school's use of highly experienced teaching assistants for a number of interventions but whom had not completed the required DfE training. This therefore meant the school could not claim for this small number of valuable interventions despite significant planning and evidence.



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

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:

- 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

NB: This information is taken from the DfE guidance:

<https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-2022-to-2023>



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 and Recovery 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:	Associated 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"> • 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. 63% of the salary.
	<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"> • £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.



	<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 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 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 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.	<ul style="list-style-type: none">• 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">• Schedule theme days directly linked to Chemistry and Physics areas for improvement – pupils have requested a space theme day.	
	<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?’ <p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <ul style="list-style-type: none">• 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• Read Write Inc training for 12 staff over a 6 month period, (£336 per staff) - £4,032
	<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.• PP ‘Inclusive’ reward for school competitions, ensuring there is a winner representing the PP cohort where possible, e.g. Book Day Poster Competition.	<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.• £3,000 of PP funding used to maintain a range of after school clubs.• £1000 = 58% of additional 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 Expenditure: £67,082 (99.8% spent)		
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 for Lead Practitioners. Approx. 20 interventions expected over the full year.
	<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 	<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 costing £6,000. See Targeted Intervention Report.



	<ul style="list-style-type: none">• 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	Computer programmes and additional technology to support interventions - £2,000 Therapy training for school staff to deliver interventions, e.g. Drawing & Talking - £1,500
	<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	Setting up of the provision for the first year has been as follows: <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>Deliver of the school's Recovery Programme and in particular the additional Love to Read elements included for 2023/24. The school has committed to 3x lessons per week for all pupils under the Recovery banner.</p> <p>Whilst this began as a Covid-19 recovery programme, it is now used to identify, support and improve a wide range of areas across the school. A combination of factors are used to identify the areas where improvement can be targeted through the Recovery curriculum time. These factors will include:</p> <ul style="list-style-type: none">• Data First - is there a subject underperforming or a specific area of identified weakness through progress or outcomes that needs a targeted boost and additional curriculum time.• School Improvement Priorities - these may not be linked to data but are part of a wider target for the school. <i>E.g. Mental Health Awareness/Support.</i>• National Drive – is there something on the national agenda that all schools are being asked to focus on? <i>E.g. Nationally reading skills have reduced due to the pandemic and this is a focus for all, even if our data suggests this is stable.</i> <p>Recovery lessons are planned with a key focus on the areas for development and ultimately should raise the progress of pupils, as assessed through BSquared – Connecting Steps. Recovery lessons are also expected to have a positive impact on the outcomes of</p>	<ul style="list-style-type: none">• General sensory and OT resources for use in Recovery and all lessons - £700• Read Write Inc. training costed above under Pupil Premium.• Resources and levelled books for Read Write Inc programme, £5619.75.• Purchase of other books and resources to support the development of the library and other areas of the Love to Read programme. Approx. £500• Planning of the Recovery programme, costed at an estimated £2,200 over and above staff PPA time.



pupils, assessed through external qualifications, (GCSEs/Entry Level) and coursework marks, where applicable. Recovery lessons will also support progress towards School Improvement Plan targets.

The recovery plan for 2023/24 was guided by the data as outlined in the factors described above, we also have a number of priorities that the school are working towards. To this end, the school implemented Literacy and Reading as a wider school priority in the Autumn Term, alongside further Science and STEM sessions to continue the focus on this area of learning. The addition of a schoolwide phonics programme began in the Spring Term and continued through Recovery lessons for both Spring and Summer terms for all those pupils who are assessed as requiring it. Therefore, the plan below contains a greater whole school focus than previous years while retaining some flexibility for additional work as required.

Recovery Plan 2023/24

	Monday	Thursday	Friday
Autumn A	Literacy	Reading	Science/STEM
Autumn B	Literacy	Reading	Science/STEM
Spring C	Reading or Phonics	Science/STEM or Phonics	
Spring D	Reading or Phonics	Science/STEM or Phonics	
Summer E	Reading or Phonics	Science/STEM or Phonics	PE or Phonics
Summer F	Reading or Phonics	Science/STEM or Phonics	PE or Phonics

The school purchases a wide range of resources and deploys staff to support with the above activities with a goal of re-engaging pupils with their learning, catch up with their peers and ensure progress is



	<p>as high as possible for each pupil regardless of any additional barriers, e.g. deprivation or Covid-19.</p> <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 	
Total Expenditure: £37,903.75 (105% spent)		
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 delivered a wide range of interventions that met NTP guidelines. See the table below for full details.</p>
Total Expenditure: £51,809 (97% spent)		



NTP Costings and Interventions for submission:

	Pupils	Teachers	Hours per pupil	Cost per pupil	Total cost group
Drawing and Talking Therapy	3 pupils	1 teacher	38 hours	£1,492	£4,476
11SB GCSE English Support	9 pupil	1 teacher	38 hours	£1,492	£13,428
Therapy Dog Sessions	6 pupils	2 teachers	114 hours	£1,492	£8,952
Solo Phonics (2 separate sessions)	2 pupils	2 teachers	10 hours	£40	£400
			20 hours	£40	£800
Group Phonics (with Teacher) 4 short sessions per week x 20	3 pupils	1 teacher	20 hours	£40	£2,400
Science Booster	7 pupils	1 teacher	12 hours	£40	£480
Textiles Interventions 8 sessions, 3 hours a session	5 pupils	1 teacher	24 hours	£40	£4,800
KS3 Maths Interventions	1 pupil	1 teacher	6 hours	£40	£240
KS4 Maths Interventions	1 pupil	1 teacher	36 hours	£40	£1,440
Half Term and Weekend GCSE Support 7 pupils for half term 1 pupil half term	7 pupils	1 teacher	4 hours	£40	£1,120
	1 pupil	1 teacher	7 hours	£40	£280
Pupil Behaviour Intervention	2 pupils	1 teacher	24 hours	£40	£1,920
MMH/EBSA Interventions Daily Meetings (48 hours) Home Visits (10 hours)	19 pupils	1 teacher (HLTA)	2.5 hours	£40	£2,320
	2 pupils		10 hours		
Personal Music Tuition	2 pupils	1 teacher	38 hours	£1,492	£2,984



Careers and College Support	9 pupils	1 teacher	14 hours	£644	£5,769
Total Numbers	79		417.5 hours p/p		£51,809
Total Costs:	£51,809				
Total Cost (50%) Claimed:	£25,885.25				



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.

- Positive improvements noted within Science data, including a 15% rise in the pupils exceeding expectations within the Autumn Term data and a 17% rise year on year in the Spring Term data.
- For the first time since the pandemic hit, Science has consistently achieved over the 97% threshold for meeting expectations, (100% in Spring and 98.44% in Summer).
- The proportion exceeding expectations (41.74%) is the highest achieved in Science in any Summer Term for the last 6 years.

Further improve Year 7 Science lessons, (taught by PE/Transition Teacher) with a focus on biology, and the human body – linked to PE lessons.

- Planning for Year 7 Science has changed to allow the topic Healthy Bodies to be taught once a week for the whole year rather than for half a term.
- The PE teacher and HLTA delivering the lessons follow the planning supplied by the lead teacher for science. They work closely with her to ensure practical activities are resourced and run through before the lesson.
- 100% of Year 7 pupils met expected progress. This exceeds the school's average and has provided an excellent starting point for the next 4 years of learning.
- 8% of Year 7 pupils exceeded expectation. This is below the school average for all pupils and also below the average for Year 7 pupils in the core subjects. It is however normal for Year 7 to be on a slowly accelerating climb.

Schedule theme days directly linked to Chemistry and Physics areas for improvement – pupils have requested a space theme day.

- Science theme day took place on 20th June with a wide variety of activities.
- Pupil request for 'space' theme day was actioned and activities were on this topic.
- Pupil engagement was extremely high, there were no office referrals for pupils.
- External visitor attended and provided fun science activities for pupils in the hall.



	<ul style="list-style-type: none">• Moon rocks were borrowed from Science Museum for pupils to see up close and provide a multi-sensory science experience.• Cross-curricular elements included:<ul style="list-style-type: none">○ Food (made space cookies.○ Textiles (making embroidery planets)○ Art (spray paint compositions)
The impact of recovery lessons on progress.	<ul style="list-style-type: none">• Phonics (Read, Write, Inc.) incorporated into Recovery lessons. Significant level of intervention provided in the Spring Term.• Science recovery has been delivered to Year 9 pupils twice a week with a focus on identified areas of need: physics and chemistry. All pupils were making expected levels of progress in the Autumn Term but very few were exceeding.• Lessons are delivered by non-specialists and have been kept as practical as possible to increase engagement.• In the second half of the Spring Term, numbers were reduced due to scheduled phonics lessons.• SIA Visit on 7th December observed a Science lesson. Feedback was provided which included some suggested areas of improvements and some positive comments, including: <i>“The lesson was structured well so that pupils did the experiment, then received some input while the reagent worked before looking at their results.”</i>• Recovery teaching took place across the year. 3 lessons per week were timetabled for all pupils in KS3 and 1 lesson in KS2. The KS3 programme included:<ul style="list-style-type: none">○ Autumn Term: Literacy, Reading and Science/STEM.○ Spring Term: Reading and Science/STEM or Phonics (for those pupils who continue to require this support).○ Summer Term: Reading, Science/STEM and Sports, or Phonics.• Phonics is a fully integrated part of the school’s curriculum and the programme is being used to support those who are below a functional reading age as assessed through the Read, Write, Inc assessments and coordinated by the Lead Practitioner.• By the end of Summer Term, a total of 11 staff members have received Read Write Inc training (2 x Lead practitioners, 4 x Teachers, 2 x HLTA, 3 x Specialist TAs).• Spring D: Phonics Data:



- 3 pupils in Year 10 were receiving 1:1 phonics intervention. These 3 pupils made 2 levels of progress each.
- Pupils in the lowest group (word time) made no progress- in terms of movement between levels. However, smaller steps of progress to be explored (average of 2 new sounds learned).
- As this is the first progress data acquired, and there is no comparative data available for SEND secondary setting- we currently do not yet know what Good progress looks like.
- Summer E: Phonics Data:
 - Year 7 level of progress remained at 0.8 levels of progress on average per pupil.
 - Year 8 progress data shows improvement with an increase of +0.2 from 0.5 points of progress per pupil in Spring D, to 0.7 points of progress in Summer E data.
 - Year 9 progress data shows improvement with an increase +0.4 from 0.5 points of progress per pupil in Spring D, to 0.9 points of progress in Summer E data.
 - Year 11 pupils increased progress from 0 points of progress to 0.5 points of progress, the pupils in Year 11 are all from Nurture Class.
 - Measuring smaller steps of progress in Nurture Class, we can see that the rate of sound acquisition has decreased across both Nurture classes, this can possibly be attributed to the increasing complexity of sounds as pupils progress through the Phonics scheme.
- Summer F: Phonics Data:
 - Year 7 level of progress remained at 0.8 levels of progress on average per pupil.
 - Year 8 progress data shows improvement with an increase of +0.2 from 0.5 points of progress per pupil in Spring D, to 0.7 points of progress in Summer E data.
 - Year 9 progress data shows improvement with an increase +0.4 from 0.5 points of progress per pupil in Spring D, to 0.9 points of progress in Summer E data.
 - Year 11 pupils increased progress from 0 points of progress to 0.5 points of progress, the pupils in Year 11 are all from Nurture Class.
- Measuring smaller steps of progress in Nurture Class, we can see that the rate of sound acquisition has decreased across both Nurture classes, this can possibly be attributed to the increasing complexity of sounds as pupils progress through the Phonics scheme.
- Meetings with the SIA led to wider discussions around the school's phonics programme.



- The school moved swiftly to further improve our offer, as a result we have introduced Read, Write, Inc. This has created consistency across the school and the sessions began in the Spring Term. Staff training is underway for those who will be supporting/delivering the planned session.
- SIA has worked with most staff over the year. This has included a formal lesson observation and a curriculum deep dive with:
 - Maths
 - Science
 - PE
 - RE/Geography
 - Computing
 - Spanish
- SIA focus in the Summer Term was on the pupils with the highest needs.
- Feedback regarding the highest needs pupils from the SIA report included:
 - *KS3 NC - This was a very effective session with many outstanding features.*
 - *KS4 NC - This was also an excellent session, exceptionally well planned and run. This secured excellent engagement.*
 - *The nurture classes are underpinned by a clear and well thought out curriculum policy. This shows that the curriculum is rooted in a secure understanding of the pupils' needs and of current educational research and thinking.*
- Phonics feedback includes:
 - *It is clear from documentation provided by the school that phonics fits into the wider 'love to read' agenda.*
 - *The analysis of progress over time shows clearly that progress in English is accelerating and progress rates are now back to pre-pandemic levels*
 - *Reading is underpinned by a good provision map.*
- SIA general feedback includes:
 - *Yet again, it was a pleasure to join the pupils for lunch. Some engaged well in conversation, while others were quieter, but all behaved very well.*



- NM delivered training on the reading scheme and assessment to all teaching staff on 24th January.
- Staff commented on an improved understanding of how reading ages are established and what these mean in practice.
- Staff teaching Reading Recovery lessons received additional training and support from NM to raise attainment through the Monday Reading Recovery programme. This training included how to use the resources, plan effectively and monitor/support progress.
- Out of 71 pupils that we hold September data for comparison:
 - 27 have made progress of 6 months or more in reading ages.
 - 22 pupils now defined as functionally literate.
 - 10 of these have newly acquired this status in the last 3 months.
 - 51 moved up a test level, as were in upper quarter of percentile mark in April testing. These pupils therefore sat the reading test at a higher National Curriculum equivalent level.
- Reading recovery has shown significant success as an intervention for Years 7-10 and has been scheduled to remain in place for the new academic year.
- The supplier of the reading scheme has released a new scheme aimed higher level readers. This scheme is suitable for those who have become functional readers but at a much-delayed age, which applies to many pupils at Woodlane.



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.

Schedule Pupil Premium training for staff around common barriers, including, 'What do I do to support pupils in receipt of Pupil Premium?' and offer training and support on a whole school level (and to individual staff/SLT where required) to support the teaching of pupils from areas with high deprivation.

- Outcomes from the training were incorporated into a range of strategies across the school.
- Pupils registered as PP were asked to join the school's library restock group. This ensured book purchases reflected their wider views.
- When rewarding prizes to pupils, e.g. Book Fair Posters, the school ensures there are proportionate numbers of PP and Non-PP pupils rewarded. School is mindful that this still forms a fair competition, and pupils were not singled out.
- PP pupils were prioritised in Booklook and Pupil Conferences to ensure provision in place was appropriately meeting their needs and voices were heard.
- The school continued with several of the strategies in place and engagement with pupils with a Pupil Premium profile was generally very high.
- See data below on Pupil Premium.
- Core subject and Art/Textile interventions for GCSE pupils took place weekly and during half-term to raise achievement of PP and non-PP groups.
- Year 11 Twist Museum offered to enrich curriculum of pupils who had requested an external arts-based experience, fully funded by the school.
- School provided parents with a 'grace period' for purchasing new uniform at the old cost, despite rising manufacturing costs to school. Where very high levels of deprivation existed, the school provided PE kit and uniform for pupils.
- School trips continued to be either fully or partially subsidised for PP pupils. This included the Barcelona trip, Legoland, Kew Gardens, London Landmarks, Science Museum, Churros (Spanish) and many local area visits.
- Resources provided to pupils for qualification and revision in Year 10 and Year 11, including Food, Textiles and Art, (practical supplies and those needed for examinations) and GCSE revision guides and resource packs in core subjects.



Implement the EEF strategy on improving progress amongst pupils in receipt of PP:

- **Diagnose pupils' receiving PP individual needs.**
- **Use strong evidence to support a strategy.**
- **Implement strategy.**
- **Monitor and evaluate strategy.**
- The school's strategy and reporting closely follows the EEF model.
- Menu of approaches used extensively, and PP spending carefully tracked and monitored.
- In the Autumn Term there remained concerns regarding the progress of PP pupils.
- Autumn Term Data - EMS:
 - o PP exceeding = 34%.
 - o Non exceeding = 46%.
 - o PP meeting = 100%.
 - o Non meeting = 99%.
- The widest gap seen was in Maths, (18%) with English not far behind, (16%).
- Spring Term data - EMS:
 - o PP exceeding = 38%.
 - o Non exceeding = 55%.
 - o PP meeting = 100%.
 - o Non meeting = 100%.
- There are no longer PP pupils underperforming but the gap has widened further. The smallest gap was in English (15%) with the largest gaps in Science and Maths, (18%). This suggests work is still required.
- In the Summer Term data, there is a small gap in the proportions meeting expectations, with a 0.8% gap, however the ratio of pupils involved is 5:1. Both groups comfortably passed the outstanding threshold for meeting.
- There is a 13% gap between these pupils in the proportion of expectations exceeded. This gap has fluctuated over the last 3 terms but has not returned to the position from the Spring Term 2023 when the gap was 2%. This continues to be an area for improvement, but it was reduced by a further 4% during the Summer Term which shows it is trending in the right direction.



	<p>- Both groups also surpassed the outstanding threshold too, which highlights that despite the gap in expectations exceeded, both groups are progressing extremely well.</p>
<p>The impact of the lunchtime curriculum on pupil's behaviour.</p>	<p>The development of Woodlane's Playground Curriculum has been instrumental in reducing the number of behaviour referrals during these times as can be seen by the data below. Pupils are engaged in a range of activities lead by playground staff, to develop their social communication, team work and independence skills. The school has continued to implement:</p> <ul style="list-style-type: none">• Playground curriculum continues to be varied to continue to engage pupils at break and lunch time.• Ongoing training/coaching of playground to manage and prevent inappropriate behaviour.• All playground staff supported in delivering playground activities.• Playground leaders are clearly known by all staff.• Ensure a range of equipment/games are available to pupils.• Refresh structured activities at break and lunchtimes.• Pupils are reminded regularly of the Playground Code of Conduct at the start of the Autumn Term.• Library is open and staffed at break and lunchtimes as a quiet area for pupils.• Therapy Dog walks with named pupils.• Recap behaviour expectations in whole school assembly at the start of the Autumn Term.• All staff to role model and remind pupils of expected behaviour.• Individualised behaviour plans for named pupils.• 1:1 support for named pupils to role model and engage in varied activities continues.• Named pupils to participate in non-competitive activities.• Ensure all staff on duty are aware of their roles and responsibilities.• Ensure all staff arrive for duty on time.• Recap to staff and pupils the use of the Red and Yellow card system to support pupils behaviour.• Toilet doors continues to be locked to and to be opened upon request by staff. <p>This has led to a 43% reduction in Corridor referrals between the 2022/2023 & 2023/2024 Academic Years and a 31% increase in Playground referrals between the 2022/2023 & 2023/2024 Academic Years.</p>



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>Makaton/Communication:</p> <ul style="list-style-type: none">• Makaton Level 2 training took place in school in the January INSET, 08/01/24.• For staff who had not completed L1, (e.g. recent starters) an L1 course was offered with L2 planned for Summer Term following completion of SWi's Makaton trainer course.• Makaton now in use with staff in weekly staff meetings to challenge and help retain this information.• SWi has passed her Makaton qualification and is awaiting confirmation that she is a qualified trainer.• Further focus required by SLT to ensure these skills are fully embedded across the teaching team.• Dyslexia Friendly observations in the Summer Term will allow school to check how commonly Makaton is in use.• SWi to continue testing and training staff during Teacher Meetings.- SWi to schedule targeted support for named teachers and TAs. <p>Pupils with the Highest Need:</p> <ul style="list-style-type: none">• Training delivered by ED & RM to TA staff in December.• Spring Term data indicates NC pupil referrals reduced by 16%/ 33%/ 50% when compared to Autumn Term.• Following training and extensive support of TAs within NC, TAs now provide consistent support, including between KS3 and KS4, ensuring pupils feel safe and supported.• TAs all improved over their time in NC, e.g. RI to good or good to outstanding.• 2 KS3NC pupils increased referrals compared to the previous academic year by 65%/80%, however group reduced referrals by 90%+ <p>Emotional Based School Avoidance:</p> <ul style="list-style-type: none">• CP & RM attended EBSA training in January.• x1 pupil's attendance improved from 0% in previous Spring & Summer Terms to 21% and 14% so far this academic year.• One pupil's attendance has remained at zero in the Autumn Term, until withdrawal from GCSEs was discussed at the end of the term. This led to a rapid and sustained improvement in the Spring Term and GCSE entries for all core subjects
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- One EBSA pupil increased attendance by 20% and two other EBSA pupils attendance dropped by 37%/52% compared to the previous academic year despite a number of strategies such as reduced timetables, live learning options, home visits from school HLTA as well as social care input.
- Year 11 pupils with extensive EBSA support was able to return to school on a bespoke pathway and achieved 3 GCSEs in English, Maths and Science.

SoSafe (SRE)

- Training took place and some adaptations to policies/practices and language use implemented.
- ED and SB shared information with staff during staff meeting in November.
- SoSafe has been effective to support the PSCHE teacher's practice of the over the last year.
- SRE in KS3 now follows SoSafe, and this has been changed on curriculum map, (in Y7, 8 and 9).
- Teachers have been able to ensure they are using the correct terminology such as 'helping hand' to support pupils.
- Resources and planning created for NC SoSafe lessons.
- Nurture class have created so safe booklets and Year 7s will now start to create theirs.
- Pupils all create an individual SoSafe book, and take this on into KS4 to continue to refer to when required.
- SoSafe resources also used for TIs and for safeguarding communication with NC pupils when required
- Impact has been helpful for both staff and pupils in a positive way to eliminate any confusion with who is 'safe' and trained to help with a particular pupil. Booklets have/ will be made with myself and LF for personal care.
- SoSafe training to continue with TAs, explaining the model and language to use (with all high needs pupils in school).

OT/Self-Care/Independence

- Throughout Autumn Term (11/10/23) OT delivered capacity building training to TAs.
- Training content included education regarding skills required for dressing and how children who experience difficulties with these skills may present.
- Education regarding impact of environment on participation including physical, sensory temporal and social aspects.



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| | <ul style="list-style-type: none">• OT strategies shared to support children including visual aids, backwards chaining, ways to provide prompts, use of assistive technology e.g. button hooks and shoe horns, additional programmes available in change room: steps to manage tie, steps to tie shoelaces, orienting clothing inside when inside out, how to fold clothes, checklist of what goes in my schoolbag.• Shared plan for modifications to environment, e.g. rearrangement of hooks to enable more space for pupils to have allocated changings sections• Further developments for the new year include a plan for support post half term break including the introduction of challenges log to ensure pupils with challenges can be identified and individualised recommendations provided, as needed. Future development areas include the implementation of plan by staff who support pupils to change for PE. OT/lead TA to establish plan for induction for new staff members, review and monitoring of recommendations. |
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