



**Woodlane High School**

achieving success in a nurturing environment

# **Woodlane High School**

## **Planning: Additional Funding (2024-2025)**

**Including: Pupil Premium, 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](mailto:admin@woodlane.lbhf.sch.uk)**

**Web: [www.woodlane.lbhf.sch.uk](http://www.woodlane.lbhf.sch.uk)**



## Additional Funding (2024/25)

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:

<b>Disadvantaged pupils:</b>	<b>Pupil premium per pupil:</b>
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Pupils in Years 7 to 11 recorded as Ever 6 FSM	£1,050 from 01/04/24
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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	£2,570 from 01/04/24
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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	£2,570 from 01/04/24
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<b>Service children:</b>	<b>Service premium per pupil:</b>
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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	£340 from 01/04/24
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**Note:**

Both **Recovery Premium** and **National Tutoring Programme** funding have both been withdrawn for this academic year. For historic information on the school's spend and impact of these forms of funding, see the school's previous additional funding reports available on the school website.



## 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:	2024/25	2023/24	2022/23	2021/22	2020/21	2019/20	2018/19	2017/18	2016/17	2015/16
Pupils Eligible: %:	64 (59%)	65 (58%)	63 (55%)	58 (54%)	58 (54%)	44 (44%)	40 (37%)	42 (44%)	62 (62%)	61 (61%)
Funding:	£67,200*	£67,275	£64,815	£54,436	£54,436	£41,140	£37,400	£39,270	£58,220	£57,035

\*Expected based on DfE allocation data.

### 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 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:	2024/25	2023/24	2022/23	2021/22	2020/21	2019/20	2018/19	2017/18	2016/17
Pupils Eligible:	1 (>1%)	3 (3%)	2 (2%)	2 (2%)	2 (2%)	2 (2%)	2 (2%)	3 (4%)	3 (3%)
Virtual School’s Budget:	£2,570	£7,590	£4,600	£4,600	£4,600	£4,600	£4,600	£6,900	£6,900



## Areas of Focus

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

These include:

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

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

Funding Type:	What is the funding aiming to address?
<b>Pupil Premium</b>	<p>At Woodlane High School, pupils who receive Pupil Premium (PP) can face a wide range of difficulties. These barriers to learning are not typical of every pupil who receives the payment, and are also not limited to those pupils who receive PP. A pupil who receives PP <u>may</u> experience:</p> <ul style="list-style-type: none"> <li>• Less financial support within the home.</li> <li>• Less access to basic needs.</li> <li>• Less support for school work/emotional support.</li> <li>• Less opportunities for independence.</li> </ul> <p>These barriers <u>could</u> affect the progress of a pupil who attends Woodlane High School in significant ways, including:</p> <ul style="list-style-type: none"> <li>• Low aspirations.</li> <li>• Low engagement in school life.</li> <li>• Low prior attainment.</li> <li>• Slower progress.</li> </ul>



	<ul style="list-style-type: none"><li>• Increased behaviour difficulties.</li><li>• Low attendance and punctuality.</li><li>• Low reading/writing/numeracy ages.</li><li>• Increased difficulty accessing the curriculum.</li></ul> <p>NB: The information above is based on DfE documentation on the use of Pupil Premium <a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a></p>
<b>Looked After Children</b>	<p>Looked after children come from a range of different backgrounds and have varied experiences of care. Each child has their own different and specific sets of needs. This is why their funding is applied to individual cases, rather than the wider cohort.</p> <p>Their experiences before and during care makes them a particularly vulnerable group of young people. Children may enter care for all sorts of reasons, but many enter because they have been abused or neglected. These experiences can leave children with complex emotional and mental health needs, which can increase their vulnerability to abuse.</p> <p>NB: The information above is based on NSPCC documentation on Looked After Children. <a href="https://learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children">https://learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children</a></p>



## Menu of Approaches

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

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

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



## Planned 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:
<b>Pupil Premium</b>	<p><b>Targeted Intervention Planning and Delivery:</b></p> <p>A small proportion of the salary of the two Lead Practitioner roles, who:</p> <ul style="list-style-type: none"> <li>• Coordinate evidence based targeted interventions to a wide range of pupils, designed to catch up pupils whose progress has dipped in a specific area.</li> <li>• Deliver targeted interventions to specific pupils, oversee the delivery of the Phonics Recovery programme and evaluate the effectiveness of the school's programmes that enhance teaching and learning.</li> </ul> <p>A small proportion of the salaries of additional staff delivering targeted interventions based on needs identified by school, parents and the pupils themselves.</p> <ul style="list-style-type: none"> <li>• Technology and other resources focussed on supporting high quality teaching and learning</li> <li>• Interventions to support language development, literacy, and numeracy</li> <li>• Activity and resources to meet the specific needs of disadvantaged pupils with SEND</li> <li>• Teaching assistant deployment and interventions</li> <li>• One to one and small group tuition</li> </ul>	<p>£32,000 approx. 25% of 2x LP salaries.</p> <p>Lead practitioner interventions costed at £450 per intervention – inclusive of 12hrs of delivery/planning/evaluation.</p> <p>£9,000 costed for Lead Practitioners to deliver interventions. Approx. 20 interventions expected over the full year.</p> <p>Single interventions costed at £60 per pupil for 4 hours of a targeted intervention, (as per NTP guidelines) inclusive of delivery/planning/evaluation.</p> <p>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.</p>



		<p>Computer programmes and additional technology to support interventions - £2,000</p> <p>Therapy training for school staff to deliver interventions, e.g. Drawing &amp; Talking - £1,500</p> <p>General sensory and OT resources for use in Recovery and all lessons - £1,000</p>
	<p><b>Deliver of the school's Recovery Programme</b> and in particular the additional Love to Read elements included for 2024/25.</p> <p>The school has committed to 4x lessons per week for all pupils under the Recovery banner. Recovery is an umbrella term that we will use to refer to any of the lessons taking place during P1 Tuesday-Friday. This includes Phonics.</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"><li>• <b>Data First</b> - 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.</li><li>• <b>School Improvement Priorities</b> - 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></li><li>• <b>National Drive</b> – 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></li></ul> <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 pupils, assessed through external qualifications, (GCSEs/Entry Level) and</p>	<p>Continued Read Write Inc. training costed above under Pupil Premium.</p> <ul style="list-style-type: none"><li>• Resources and levelled books for Read Write Inc programme, £5619.75.</li><li>• Purchase of other books and resources to support the development of the library and other areas of the Love to Read programme. Approx. £500</li></ul> <p>Planning of the Recovery programme, costed at an estimated £2,200 over and above staff PPA time.</p>



coursework marks, where applicable. Recovery lessons will also support progress towards School Improvement Plan targets.

### **Recovery – Phonics:**

Pupils in Year 7-9 who are assessed as requiring Phonics, will attend Phonics lessons Tuesday-Friday P1. These will be coordinated by Alison and may work within any of the teachers listed below. It will be common for pupils to move between groups. Please see the most up to date Phonics groupings.

Pupils in Years 10-11 will be completing their Phonics sessions before school in small groups as required.

### **Recovery – Topic Based:**

All other pupils not attending a Phonics lesson will attend 4 different Recovery lessons per week. These sessions will work on a carousel, so each class will attend a different Recovery lesson daily. This is intended to reduce the planning burden on staff, improve subject specialty of the teacher and improve consistency of the Recovery teaching.

Topics include:

- **STEM:** Led by Computing and STEM teacher. Over the year, pupils will investigate different elements of Science, Technology, Engineering and Maths through a fun/creative approach. Like some of the activities we explored previously in Recovery, (marble run/windmills/etc.) there should be a hands-on element, but the hope is that pupils will be able to look to a greater depth at the specific Maths and Science within these topics, including how things work, why we use them and the impact they have on our lives.
- **Reading:** This session will be led by the SENCO with the Senior TA supporting and will follow the structured Reading Scheme that pupils and staff are familiar with. This scheme has now been extended to allow our higher attaining pupils to be pushed further within this framework.
- **Textiles/History:** This session will be led by the History teacher and is a collaboration between historical contexts and multimedia outcomes. The themes initially will be WW1 and Remembrance. Objectives include creating an overview of WW1 to provide context to modern warfare (research task) and exploring how the government got men to join the army through voluntary enlistment. The main tactic was propaganda posters which is where the Textiles element links. Pupils will describe what young men experienced during the First World War (war game



cartoon) and explore how weapons have changed over time and how devastating they were in WW1, including describing trench warfare.

- Art/Photography: This session will be led by 2 senior members of the teaching team, with support from highly skilled TAs with a passion/skill in this area. The sessions will focus on Photography but will also support the school's work in Artsmark and help with development of future career opportunities. Pupils will produce art in several different styles and there will be an emphasis on using the local area for inspiration/photos, and understanding the skills/knowledge needed to establish a career within Art and Photography. There will be an opportunity for parental engagement too, with the intention to display the Art in a gallery at the end of the academic year.

**Groupings:**

Pupils not on the Phonics programme will be grouped into a Year 7, Year 8 and Year 9 group. Using pupil reading ages as a guide, higher attaining pupils will be drawn from these 3-year groups to create a 4<sup>th</sup> Mixed Group. This will enable us to focus on higher level content and improved pace within the Recovery lessons. It is extremely important that differentiation is used with this group to enrich the topics studied, and this will form a key piece of evidence of our support for our contextually higher ability learners.

The recovery plan for 2024/25 continues to be guided by the data as outlined in the factors described above, we also had a number of priorities that the school were 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.



	Tuesday	Wednesday	Thursday	Friday
Year 7	STEM	Reading	Textiles/ History	Art/ Photography
Year 8	Art/ Photography	STEM	Reading	Textiles/ History
Year 9	Textiles/ History	Art/ Photography	STEM	Reading
Mixed Higher Group	Reading	Textiles/ History	Art/ Photography	STEM

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 as high as possible for each pupil regardless of any additional barriers, e.g. deprivation or Covid-19.

- 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

**A proportion of the cost of educational visits, trips and experience-based opportunities, including:**

- Funding to allow pupils from lower income families to attend the school camping trip and the Barcelona trip

£500 deposit for school camping trip leading to a reduced cost for PP pupils.



	<ul style="list-style-type: none"><li>• Funding to ensure pupils from lower income families can receive reduced costs/fees for a wide range of other school trips and events.</li><li>• Funding to allow for in-school visitors and CEIAG providers to enrich learning.</li><li>• Continue to offer reward pathways for pupils in receipt of Pupil Premium that support their engagement and achievement, without detracting from the competition, (e.g. a PP winner and a non-PP winner of an art competition).</li><li>• Provide a Dance Teacher for pupils with a passion and skill in dance, offered through PE or school Theme Days.</li><li>• Increased music tuition opportunities for G&amp;T pupils.</li><li>• Increase the breadth of the Dt Textiles curriculum by offering all pupils able the chance to complete the GCSE Textile Design course to support skill development and career opportunities.</li><li>• Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</li><li>• Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</li><li>• Interventions to support language development, literacy, and numeracy</li><li>• Activity and resources to meet the specific needs of disadvantaged pupils with SEND</li><li>• Extracurricular activities, including sports, outdoor activities, arts, culture and trips.</li><li>• Extended school time, including summer schools.</li></ul>	<p>£500 budgeted to further support low income families with cost, equipment etc.</p> <p>£1,000 budget to support additional educational visits where there would be an expected family contribution.</p> <p>£1,000 PP allocated budget for school visitors.</p> <p>£1,000 allocated for the increased provision within GCSE Textile Design.</p>
	<p><b>A proportion of the cost of activities, items, strategies, and other provision designed to raise progress</b>, including:</p> <ul style="list-style-type: none"><li>• Mega rewards to encourage greater participation and effort within class.</li><li>• Attendance reward prizes and visits to encourage improved attendance and punctuality to school.</li><li>• End of year pupil awards, e.g. Most Improved Literacy.</li><li>• Resources for the Christmas Shop – Enterprise Project.</li><li>• Supporting pupils' social, emotional and behavioural needs</li><li>• Supporting attendance</li><li>• Extracurricular activities, including sports, outdoor activities, arts, culture and trips</li></ul>	<p>Mega and attendance rewards - £2,000 budgeted.</p> <p>End of Year Awards £200.</p> <p>Christmas Shop enterprise project resources £200.</p>



<p>A proportion of the cost of increased provision, activities, items, strategies, and other provision designed to <b>raise progress in Science specifically</b>, including:</p> <ul style="list-style-type: none"><li>• Maintaining the improved Science learning environment.</li><li>• Further improve Year 7 Science lessons, (taught by PE/Transition Teacher) with a focus on biology, and the human body – linked to PE lessons.</li><li>• Science subject leader to continue to provide targeted resources to non-subject specialists.</li><li>• Schedule theme days directly linked to Chemistry and Physics areas for improvement – pupils have requested a space theme day.</li><li>• Continue with the weekly booster ‘Recovery’ lessons, including reading, literacy, Science, and enrichment. Recovery will be planned in response to areas of interest or improvement within the data.</li><li>• New Science Subject Leader to review curriculum maps and schemes of work and where required make amendments to strengthen practice.</li><li>• New Science Subject Leader to review teaching and learning resources and strengthen, as necessary.</li><li>• Develop Science Subject Leader’s STEM leadership responsibility.</li><li>• Science subject leader to continue to provide targeted resources to non-subject specialists.</li><li>• Schedule supportive observations, including Book Looks, for new Science Subject Leader to ensure high quality teaching and learning, provide support where required.</li><li>• SLT to offer high level of support where required to Science teacher.</li></ul> <ul style="list-style-type: none"><li>• Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</li><li>• Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</li><li>• Interventions to support language development, literacy, and numeracy</li><li>• Activity and resources to meet the specific needs of disadvantaged pupils with SEND</li><li>• Teaching assistant deployment and interventions</li><li>• One to one and small group tuition</li></ul>	<p>Theme Days/Visits (costed above)</p> <p>PGCE student (school are funded for the placement)</p> <p>Classroom upgrade works to come via the local authority where possible/required.</p> <p>Resources and subject development budget, £2,000.</p>
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	<p>A proportion of <b>costs associated with the training and development of all staff</b> with responsibility for supporting pupils in receipt of Pupil Premium. This included:</p> <ul style="list-style-type: none"><li>• Mental Health First Aid</li><li>• HLTA Training, including those assigned to support mental health and wellbeing.</li><li>• Counselling Training for MMH Specialist HLTA.</li><li>• Pupil Premium training for staff around common barriers, including, 'What do I do to support pupils in receipt of Pupil Premium?', with a focus on closing the gap in the core subjects.</li><li>• Implement the EEF strategy on improving progress amongst pupils in receipt of PP:<ul style="list-style-type: none"><li>○ Diagnose pupils' receiving PP individual needs.</li><li>○ Use strong evidence to support a strategy.</li><li>○ Implement strategy.</li><li>○ Monitor and evaluate strategy.</li></ul></li><li>• Using the school's Good to Great methodology for reporting.</li></ul> <ul style="list-style-type: none"><li>• Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</li><li>• Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</li><li>• Recruitment and retention of teaching staff</li></ul>	<p>Whole school budget set. 58% of funding attributed to PP on various key areas as detailed:</p> <ul style="list-style-type: none"><li>• DSL - £1,100</li><li>• Team Teach Training - £3,000</li><li>• MH First Aid - £800</li><li>• HLTA - £800</li><li>• Counselling - £2,000</li><li>• Read Write Inc training for 4 staff over a 2 month period, (£336 per staff) - £1,344</li></ul>
	<p><b>Funding to enable pupils in receipt of Pupil Premium to have their basic needs met</b>, including:</p> <ul style="list-style-type: none"><li>• Funding that supports pupils from lower income families to access school uniform and PE kit.</li><li>• Funding to ensure pupils from lower income families have access to a free breakfast and after school clubs without 'payment stigma'.</li><li>• Funding to maintain and improve the school's sensory garden to be used with all pupils, and particularly Nurture Class.</li><li>• PP 'Inclusive' reward for school competitions, ensuring there is a winner representing the PP cohort where possible, e.g. Book Day Poster Competition.</li></ul> <ul style="list-style-type: none"><li>• Extracurricular activities, including sports, outdoor activities, arts, culture and trips</li><li>• Extended school time, including summer schools</li></ul>	<ul style="list-style-type: none"><li>• £1,500 budget for 'un-paid' PE kit – gifted to PP pupils.</li><li>• £7,000 of PP funding used to ensure breakfast club remains free.</li><li>• £3,000 of PP funding used to maintain a range of after school clubs.</li><li>• £1000 = 58% of additional spend on sensory garden</li></ul>



• Breakfast clubs and meal provision	
<p><b>To continue to run and enhance the Lunchtime provision</b> programme due to its continued success.</p> <p>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"><li>• Continue to update the relevant resources used for the playground curriculum to ensure activities remain varied and pupil engagement/interest is high.</li><li>• Continue with the adapted teacher's timetable to enable her to be present each lunchtime to oversee the activities and plan the programme.</li><li>• Adapt and refine the full curriculum plan for the relevant activities for the full year linked to pupil outcomes and targets.</li></ul> <ul style="list-style-type: none"><li>• Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</li><li>• Interventions to support language development, literacy, and numeracy</li><li>• Activity and resources to meet the specific needs of disadvantaged pupils with SEND</li><li>• Teaching assistant deployment and interventions</li><li>• Supporting pupils' social, emotional and behavioural needs</li><li>• Extracurricular activities, including sports, outdoor activities, arts, culture and trips</li></ul>	<p>Setting up of the provision for the first year has been as follows:</p> <ul style="list-style-type: none"><li>• 1x member of staff timetabled for 5 lessons per week to lead the programme = £8,384</li><li>• Update specific resource, including water tray, puppets, sand play activities, easels, waving kit, chalkboard, instruments, etc. = £2,000</li></ul>
<b>Total Expenditure: approx. £100,147.75</b>	



## Impact of Funding

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

<b>1. Close the gap in terms of outcomes achieved and the progress of pupils.</b>	
The overall expected impact of the school's actions on pupils in receipt of pupil premium.	To be completed at the end of the academic year 2024/25.
The impact of recovery lessons on progress.	To be completed at the end of the academic year 2024/25.
The impact of continued support on progress and outcomes in Science.	To be completed at the end of the academic year 2024/25.



## 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 on pupils in receipt of pupil premium.	To be completed at the end of the academic year 2024/25.
The impact of the lunchtime curriculum on pupil's behaviour.	To be completed at the end of the academic year 2024/25.



**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.

To be completed at the end of the academic year 2024/25.