



Evaluation: Additional Funding (2018-2019)

Additional Funding:

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 2018/19, Woodlane budgeted for £45,000 in total but received a total of £49,978 for Pupil Premium and is expected to receive £7,700 for Y7 Catch Up. The payments are defined by the DfE for 2018/19 as follows:

Disadvantaged pupils:	Pupil premium per pupil:
Pupils in Years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
Service children:	Service pupil 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
Year 7 Catch Up Funding:	Payment for the cohort
Pupils in Year 7 who failed to achieve a level 4 by the end of KS2	% of 2016/17 funding

Pupil Premium:

Guidance states that **Pupil Premium** funding should be used for *“raising the attainment of disadvantaged pupils and closing the gap with their peers.”* In the academic year 2018/19, (census data from April 2019) Woodlane had 35 out of 94 pupils on roll who are in receipt of PP funding, (37.23%). In 2017/18, (census data from April 2018), Woodlane had 42 out of 95 pupils - 44% (£39,270) receiving Pupil Premium funding. The previous year (2016/2017) our total allocation received was £58,220. In 2015/16, this was £57,035 which highlights a significant fall in numbers receiving PP.

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 and does not form part of this budget. In 2018/19, Woodlane had 2 pupils who would receive this payment. Last academic year there was one, and in 2016/17 there were 3 pupils. Woodlane has no pupils with parents in the armed forces.

Year 7 Catch Up Premium:

Additionally, the school receives **Year 7 Catch Up Premium**. In 2017/18, the payment received amounted to £5,867. Historically this was paid per pupil in Year 7 who failed to achieve a level 4 by the end of KS2 (all pupils in the cohort). The formula was adjusted in 2016/17 so that the school will always receive a similar amount per pupil as the previous year, adjusted for increases or decreases in the cohort size. In 2016/17 Woodlane received £7,700 and a similar Year 7 cohort is expected in 2018/19. The DfE suggests that a school should, *“assess the individual needs of each of the pupils who attract the year 7 catch-up premium to decide the best way to use the funding”*. Suggestions include; *“individual tuition, intensive small-group tuition, external services and materials, summer schools that help students catch up over a short period of time.”* The school uses this funding to pay for Year 7 targeted interventions coordinated and delivered by the school’s Lead Practitioner.

Expected Additional Funding Budget: Pupil Premium - £935 x 40 = £37,400. Year 7 Catch Up = £7,700. Total = £45,100.	Actual Additional Funding: Pupil Premium - £935 x 44 = £42,075. Year 7 Catch Up = £7,903. Total = £49,978.
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Pupil Premium Barriers to Learning:

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 may experience:

- Less financial support within the home.
- Less access to basic needs.
- Less support for school work/emotional support.
- Less opportunities for independence.

These barriers could affect the progress of a pupil who attends Woodlane High School in significant ways, including:

- 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.

Specific areas for improvement supported through Additional Funding (including Pupil Premium) 2018/19:

(see the Woodlane SEF and SIP 2018/19 for further information).

The following have been colour coded to signify if **achieved**, **partially achieved**, or **not achieved**.

1. Close the gap in terms of outcomes achieved and progress for pupils in receipt of pupil premium, specifically by:
 - refining subject specific qualifications and the curriculum on offer to ensure they are accessible and suitable to the needs of both the PP cohort and their peers.
 - closing the 50% gap in the proportion of 'Girls' who meet and exceed expected outcomes in Maths and the 10% gap in the proportion of 'Girls' who exceed expected outcomes in Maths.
 - further closing the 15% gap in terms of outcomes met and exceeded in the core subjects, between pupils receiving pupil premium and their peers, and close the gap in progress in Science, between PP pupils and their peers, and between WBRI pupils and their peers.
 - raising the proportion of pupils with Primary Need – 'Other' who exceed expected progress in the core subjects.
2. Further improve the behaviour, attendance, punctuality and general well-being of key groups that contain pupils in receipt of pupil premium, specifically:
 - further improve the behaviour of key groups, 'Black African' 'White Other' 'Girls, particularly Year 10' 'ASD' and 'SEMH'.
 - further improve the attendance of key groups, 'White/Black Caribbean', 'Any other Black Background' and 'Girls'.
 - further improve morning punctuality of named pupils who independently travel to ensure pupils are present for the start of tutor/assembly.
 - refurbish the playground environment and equipment to ensure it is more conducive to positive play/activity.
3. To ensure staff are equipped with increased knowledge and understanding in order to support disadvantaged pupils, specifically:
 - develop and shape new Lead Practitioner role to ensure EHCPs are reviewed/delivered effectively and PP pupils meet their EHCP outcomes;
 - raise the quality of TA and Apprentice support to consistently outstanding to ensure the vast majority of pupils make substantial and sustained progress;

Areas of Success (from this reporting cycle - 2018/19):

- Pupils receiving pupil premium, (99.59%) made greater progress comparative to their peers (98.91%) in the core subjects.
- The 15% gap in outcomes reduced significantly to less than 4% between pupils receiving PP (92.16%) and those who do not receive PP, (95.95%) in the core subjects.
- All pupils in Science met expected progress in the Summer Term regardless of PP or Non-PP.
- The PP gap for progress in English and Maths is small and both groups made outstanding progress.

Areas for Improvement (for next reporting cycle – 2019/20):

- Improve the attendance of pupils who receive Pupil Premium, as their attendance is 3.8% below the Pupil Premium national average for special schools. Non-Pupil Premium pupils attend 1.9% above the Non Pupil Premium national average for special schools, (see Behaviour and Attendance Summative Analysis 2018-19).
 - The decline in pupil premium attendance in the 2018/2019 academic year can be attributed to six pupils, (the lowest attending pupils in the school) all of whom were off school for significant periods of time, for reasons such as medical needs, school refusal, and mental health.
 - Attendance when these six pupils are removed from the data is 92.6%
- Improve the behaviour of pupils who receive Pupil Premium, as they account for 66% of behaviour referrals, compared to 34% for their non-Pupil Premium peers.
 - The increase in the 2018/2019 academic year can attributed to 4 pupils who receive Pupil premium (BN, OB, RA, TP) 66.5% of all pupil premium referrals.

Area for Improvement	What? (Funded through Pupil Premium)	Cost*	Who?	When?	Success Criteria?	Progress
1. Close the gap in terms of outcomes achieved and progress for pupils in receipt of pupil premium, specifically by:						
<ul style="list-style-type: none"> refining subject specific qualifications and the curriculum on offer to ensure they are accessible and suitable to the needs of both the PP cohort and their peers. 	<ul style="list-style-type: none"> Explore changes to the PE BTEC for contextually higher ability pupils. Introduce a new 'cooking' qualification that caters for both higher and lower ability pupils at Woodlane and builds valuable life skills. Explore mother tongue foreign languages for pupils with the ability to access the exams. Organise at least one educational visit that focuses on foreign language development. Explore higher tier GCSE options for contextually higher ability Year 10 pupils in English/Maths/Science and PE. Explore options for Entry Level Art to ensure lowest ability learners are still able to complete a recognised qualification and the school has the ability to adapt to a changing cohort over time. Introduce the Unit Award Scheme to allow for certification of Music, certification of modules in Humanities where a pupil is an unsuitable candidate to complete the full course, 	<p>£400* – resources / entries</p> <p>£200* cooking supplies</p> <p>£800* French trip</p>	<p>(PB)</p> <p>(EA)</p> <p>(CT)</p> <p>(TH)</p> <p>(RF)</p> <p>(RF)</p> <p>(TH/RF)</p>	<p>Autumn Term</p>	<ul style="list-style-type: none"> Changes to qualifications are made early in the Autumn Term to allow Year 10 pupils the full teaching time to achieve the best possible outcomes. BTEC Level 2 or equivalent qualification in PE is introduced. Pupils in Year 10 who require a higher PE qualification to meet expected progress have the opportunity to achieve this. Pupils in Year 10 have an opportunity to start a 'cooking' qualification at GCSE level. Pupils reflect on their increased independence in the kitchen. Parents comment on pupil's increased ability in cooking and motivation to do this at home. Pupils who speak a mother tongue language are presented with options for additional qualifications in consultation with their parents. Pre-testing/mock-testing suggests that named pupils are capable of achieving in 	<ul style="list-style-type: none"> Following review decision made regarding PE qualification. Pupils in Year 11 completing Level 1 BTEC. In Year 10 the pupils switched to NCFE PE Level 1 and Level 2 in the Autumn Term. GCSE equivalent cooking and nutrition qualification began in September for pupils who opted for this DT subject. This requires continued monitoring to ensure it is accessible and all pupils can achieve well, based on their starting points. One pupil offered 'mother tongue' Russian qualification. Pupil will take qualification in May 2020. AQA Unit Award Scheme introduced. Internal Verifier training completed successfully (11/11/18), therefore the school is able to offer an increased range of BTEC options.

	<p>and provide opportunities for lower ability learners to achieve in subjects where Entry Level has been removed, i.e. French.</p> <ul style="list-style-type: none"> • Introduce a new Functional Skills course in Computing for lower ability learners, and a Media focused course for contextually higher ability learners. 		(SI)		<p>the higher tier papers and are prepared accordingly.</p> <ul style="list-style-type: none"> • Named pupils are selected for higher tier GCSE exams in the core subjects and PE and this puts them on track to exceed expected outcomes. • Unit Award Scheme is introduced and Woodlane passes the first stage of moderation and assessment. • Unit Award Scheme enables one pupil to begin working towards Music Level 1 units, to build a qualification. • Unit Award Scheme allows pupils in French to build their own Entry Level Qualification by completing 3-5 units. 100% of pupils in French complete at least 3 modules. • 100% of pupils entered achieve a Functional Skills – Computing qualification. • By the Summer Term, contextually higher ability pupils in Year 10 pupils are on track to achieve the new Media BTEC. • Pupils who take French in KS4 and prospective KS3 pupils attend an educational visit in French. • Pupils’ feedback on the trip in a questionnaire positively. 	<ul style="list-style-type: none"> • In Computing, all Year 10 pupils are on track to meet or exceed expected outcomes in 2020 through an appropriate qualification (BTEC or Functional Skills). • AQA Unit Award Scheme first submissions were completed in the Summer Term (e). • 100% of pupils in French achieved 3 x UAS modules. • No pupils were entered for Music through the UAS in Y8 or Y9. • Year 11 pupils not completing OCR National were entered for Functional Computing qualification in Summer Term (f). 4 out of 6 pupils achieved a pass grade. • 100% of pupils in French achieved 3 x UAS modules. • Parent preference for France visit was slightly in favour of residential, however, small numbers meant only 1 day visit was possible. 15 pupils attended the visit. Feedback from
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					<ul style="list-style-type: none"> • Pupils complete a learning task on the French educational visit that contributes to their GCSE or qualification. • Pupil progress in French improves, with at least 97% meeting and 50% exceeding expectations. 	<p>pupils indicated they were delighted with the day, with a number stating it was, <i>'the best trip they have ever been on'</i>. Plans are in place for a residential in the next academic year, which will be booked early to allow for staggered payments.</p> <ul style="list-style-type: none"> • Pupil progress in French was outstanding, with all pupils meeting and the very large majority (90%) exceeding expectations.
<ul style="list-style-type: none"> • closing the 50% gap in the proportion of 'Girls' who meet and exceed expected outcomes in Maths and the 10% gap in the proportion of 'Girls' who exceed expected outcomes in Maths. 	<ul style="list-style-type: none"> • Raise the profile of the underperforming girls in Maths and Numeracy, ensure all staff are aware of the target pupils. • Pupils' expected outcomes (KS4) are compared to predicted grades. Pupils in danger of not achieving are to be given personalised support plans including targeted support strategies. • All girls are invited to a pupil conference related to their progress and interests in Maths. 		(SP) (SP/TH) (SP) (SP)	Autumn Term	<ul style="list-style-type: none"> • At least 50% of girls exceed expected progress, closing the gap significantly on boys in Maths. • The girls group feedback ideas and strategies to support them in Maths, ideas are implemented. • All girls on personalised support plans at least meet expected outcomes. 	<ul style="list-style-type: none"> • All girls in KS4 attended a pupil conference (20.12.18). Pupils reflected that: <ul style="list-style-type: none"> - <i>I would like to do more group activities</i> - <i>Hobbies and interests can be used in Maths lessons to make them more fun. Examples included:</i> <ul style="list-style-type: none"> - <i>We can find out which singers sold the most records this year</i> - <i>Counting the number of dance moves in a routine</i>

	<ul style="list-style-type: none"> • Trial all-girl intervention groups based around specific areas of interest. • Increase the use of technology in lessons – using iPads and relevant apps to engage girls in maths learning. • Research suggests that silent Q&A sessions rather than verbal/volunteering/hands up answers is more suited to groups of girls. Trial within Maths. • Raise the level of 'creative maths', by scheduling NumberFit activities. 	<p>£1,400* Class set of iPads</p> <p>£800* – Creative Maths</p>	<p>(SI)</p> <p>(SP/ Numeracy Teachers)</p> <p>(SP)</p>			<ul style="list-style-type: none"> - <i>We can find out how many teams have won the World Cup and who scored the most points</i> • Pupil ideas were used to influence creative Maths sessions in the Spring Term (d). The progress of Girls in Maths, (who were the group targeted by this Pupil Conference) was outstanding in the Summer Term. • The progress of girls in Maths was outstanding. Girls slightly outperformed Boys in terms of expectations met (100%), and expectations exceeded, (66%). • The outcomes for Girls in Maths were broadly in line with Boys. 50% exceeded outcomes and 75% met. • Ran a weekly Maths intervention group (SP/CW) for named pupils until the end of the Summer term, which provided differentiated and targeted support. • NumberFit was not deemed suitable for Woodlane pupils
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						<p>following extensive research.</p> <ul style="list-style-type: none"> Primary Premier League Maths programme started in the Summer Term to replace proposed NumberFit. The progress of Girls in Maths, (who were the group targeted by PPL Maths) was outstanding in the Summer Term.
<ul style="list-style-type: none"> further closing the 15% gap in outcomes met and exceeded in the core subjects, between pupils receiving pupil premium and their peers and close the gap in progress in Science, between PP pupils and their peers, and between WBRI pupils and their peers. 	<ul style="list-style-type: none"> Pupils receiving pupil premium in Year 11 identified to all staff to increase awareness. Raise parental engagement, particularly for those pupils who receive PP in Year 11, encouraging parents to attend parent/pupil support sessions e.g. cooking sessions/e-safety etc. Pupils to be offered personalised support around revision and exam practice at home. Lead practitioner offers support to staff to continually improve the range of SaLT strategies in use in class. Schedule core subject Saturday tuition. Run a Friday lunchtime Science club to provide 	<p>£200* After School Cooking Club</p> <p>£4,000* Saturday Tuition</p> <p>£480*</p>	<p>(TH)</p> <p>(PB/EA)</p> <p>(MJ)</p> <p>(BK)</p> <p>(TH)</p> <p>(SA)</p>	<p>Autumn Term</p> <p>Spring Term</p> <p>Spring Term</p> <p>Spring Term</p>	<ul style="list-style-type: none"> Pupils receiving PP in English close the gap on their peers in terms of exceeding expected outcomes, gap is currently 33%. Pupils receiving PP in Maths close the gap on their peers in terms of expectations met, gap is currently 22%. Pupils receiving PP in Science close the gap on their peers in terms of expectations met and exceeded, gap is currently 25% and 30%. Parental engagement increases, evidence by attendance at support sessions/after school enrichment opportunities. 100% of target pupils attend Friday lunchtime Science club. 	<ul style="list-style-type: none"> Pupils receiving pupil premium, (99.59%) made greater progress comparative to their peers (98.91%) in the core subjects. The 15% gap in outcomes reduced significantly to less than 4% between pupils receiving PP (92.16%) and those who do not receive PP, (95.95%). Cooking workshop was delivered to parents and pupils on 05/12/18 (see page 16). Pupil exam revision/support sessions took place prior to pupil mock exams (January 2019). PP progress gap in Science reduced

	<p>revision/homework opportunities for Year 11 pupils.</p> <ul style="list-style-type: none"> • Provide Science technician training for Science TA. 	<p>Science TA cover</p> <p>£400* Technician Course</p>	<p>(SA)</p> <p>(Alex Greaves)</p>		<ul style="list-style-type: none"> • Pupils receiving PP in Science close the gap in progress with their peers. • WBRI pupils in Science close the gap in progress with their peers. • Specialist Science TA/Technician is able to better manage and maintain the Science laboratory. • All pupils in Science complete the 7 GCSE Biology practical experiments successfully. 	<p>significantly to 1.7% (1 pupil) in the Autumn Term. The gap increased to 9% by the end of the Summer Term, however both groups achieved outstanding progress.</p> <ul style="list-style-type: none"> • All pupils in Science met expected progress in the Summer Term regardless of PP or Non-PP. • Both groups made outstanding progress (over 97% meeting and 50% exceeding, however, the gap was 9% which can be brought down further. • 100% of WBRI pupils in Science met progress expectations in the Summer Term. • Specialist Science Technician training (2 year course) began in March (2019) and a 6 month appraisal demonstrates this is progressing well. • Lunchtime Science club continued throughout the Autumn Term with 4 pupils regularly attending. • GCSE Science (biology) experiments
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						<p>were completed and signed off as completed by the headteacher.</p> <ul style="list-style-type: none"> 2x MNU pupils completed Science experiments off-site at dual-roll school and regular communication with the SENDCO and Science Lead enabled this to be achieved and signed off as completed by the headteacher. Science practical work was monitored by the SMT to ensure all GCSE relevant experiments were completed and all health and safety advice was followed.
<ul style="list-style-type: none"> raising the proportion of pupils with Primary Need – ‘Other’ who exceed expected progress in the core subjects. 	<ul style="list-style-type: none"> One case study per term will focus on a pupil with Primary Need – ‘Other’. Raise awareness of the individual strengths and difficulties of pupils with complex diagnoses that are covered by ‘Other’. Pupils to be added to staff meeting agenda with specific information provided by SENCO/School Nurse. Introduce ‘Spellodrome’ and allow pupils with Primary 	£1000*	<p>(TH)</p> <p>(MJ)</p> <p>(MJ)</p> <p>(JJ)</p>	<p>Termly</p> <p>Spring Term</p> <p>Spring Term</p> <p>Weekly</p>	<ul style="list-style-type: none"> Staff and pupils are more informed on individual needs/medical conditions. Staff share and use strategies suitable for need/condition. Book Look demonstrates that Pupils with the Primary Need – ‘Other’ are receiving outstanding support across all curriculum areas. Pupils with Primary Need – ‘Other’ meet expected progress at least 97% of the time in the core subjects. 	<ul style="list-style-type: none"> Book Look focus for the Autumn Term was pupils with the SEND primary need ‘Other’, (see above). SENDCO has ensured that there has been a Spring Term focus on ‘Other’ Primary Need in weekly teacher meetings. One page SEND profiles presented to staff have led to increased knowledge of specific SEND and how this

	<p>Need – ‘Other’ to be the first to trial.</p> <ul style="list-style-type: none"> School assemblies to include further information on key areas of need/medical condition. Lead practitioner completes targeted literacy interventions with pupils with the Primary Need - ‘Other’. 		<p>(CM)</p> <p>(BK)</p>	<p>Autumn Term</p>	<ul style="list-style-type: none"> Pupils with Primary Need – ‘Other’ exceed expected progress at least 50% of the time in the core subjects. Case study demonstrates pupils receiving targeted literacy interventions are making rapid progress in English. Spellodrome is used regularly in English and Literacy lessons and pupil feedback about the programme is positive. Pupils with Primary Need – ‘Other’ make outstanding progress in the English strands – Reading and Writing. 	<p>may affect learning. TLR holders provided excellent feedback regarding the mini-training sessions in a meeting (12.02.19).</p> <ul style="list-style-type: none"> 99% of primary need ‘Other’ pupils met expected progress in the Summer Term, with 53% exceeding (core subjects combined). This is above the school’s threshold for outstanding. The proportion of pupils in Science (within the ‘Other’ group) who exceeded expectations did not meet the school’s outstanding threshold of 50%. This figure was lower than other subjects (30%), and the data is flagged as an area for focus next academic year.
<p>2. Further improve the behaviour, attendance, punctuality and general well-being of key groups that contain pupils in receipt of pupil premium, specifically:</p>						
<ul style="list-style-type: none"> further improving the behaviour of key groups, ‘Black African’ ‘White Other’ ‘Girls, particularly Year 10’ ‘ASD’ and ‘SEMH. 	<ul style="list-style-type: none"> Schedule behaviour INSET training for new staff. Schedule training on ‘pathological avoidance’. Provide direct support for named pupils. Create positive behaviour plans for named pupils. 	<p>£200* – resources / awards etc.</p>	<p>(RM)</p> <p>(KR)</p> <p>(RM)</p>	<p>Autumn Term</p> <p>Spring Term</p> <p>Autumn Term</p>	<ul style="list-style-type: none"> Reduce ‘Black African’ referrals by at least 25%. Reduce ‘White Other’ referrals by at least 25%. Reduce ‘Black African’ referrals by at least 25%. Reduce ‘Year 10 Girls’ referrals by at least 50%. 	<ul style="list-style-type: none"> Black African referrals have reduced by 29%. When compared to the previous academic year. White other referrals reduced by 42%, when compared to the

	<ul style="list-style-type: none"> Engage with parents of named pupils regarding behaviour. Refer/continue mental health support for named pupils through RESPOND/Mind, and dog therapy. Two trained TAs to continue offering Drawing and Talking Therapy to select group of pupils. Give assembly on various medical conditions to ensure pupils better understand their peers' needs e.g. brittle bones and epilepsy etc. Consult diverse representatives from 'groups' via pupil conference regarding playground development. Consult 'Year 10 girls' and pupils with 'ASD' in pupil conference, asking them ideas for supporting and regulating their behaviour, implement ideas. 	<p>£7,480 – % of time spent on D&T</p>	<p>(CM)</p> <p>(RM)</p> <p>(Alex Greaves)</p>		<ul style="list-style-type: none"> Parents form part of positive behaviour plans. Favoured playground design is selected and works are scheduled. Reduce 'ASD' referrals by at least 50%. Reduce 'SEMH' referrals by at least 50%. 8 pupils complete Drawing and Talking Therapy programme. 100% of pupils highlight in Pupil Questionnaire that they have someone in school to talk to. 	<ul style="list-style-type: none"> previous academic year. Year 10 girls' referrals reduced by 63%, when compared to the previous academic year. SEMH referrals reduced by 5%, when compared to the previous academic year. ASD referrals reduced by 26%, when compared to the previous academic year. Pupil conference with Year 10 girls' and pupils with ASD held on 20/11/19. Ideas implemented included: <ul style="list-style-type: none"> Staff made aware one pupil from conference prefers self-referrals not time outs as a strategy to self-regulate. -1:1 and small group music sessions with music teacher. Analysis of ASD and girls' behaviour data indicate referrals have reduced when compared to the previous academic year (see above).
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						<ul style="list-style-type: none"> • 'Pathological avoidance' /ODD training was not scheduled.
<ul style="list-style-type: none"> • further improving the attendance of key groups, 'White/Black Caribbean', 'Any other Black Background' and 'Girls'. 	<ul style="list-style-type: none"> • Devise individual targets/rewards for named pupils with parents. • Set individual targets and reward for named pupils. • Ensure attendance is monitored on a weekly basis, ensure action is taken early e.g. letters etc. • Increase referrals to Early Help services for pupils with significant unauthorised absence. • Visit at least 2 outstanding SEND schools to compare, contrast and explore attendance policies and practices. • Continue to ensure individual attendance figures are given to tutors on a weekly basis and reported to pupils. 	<p>£300* Cover for school visits</p>	<p>(RM)</p> <p>(RM)</p> <p>(RM)</p> <p>(RM)</p> <p>(RM)</p> <p>(RM)</p>	<p>Autumn Term</p> <p>Spring Tem</p>	<ul style="list-style-type: none"> • 'White/Black Caribbean' attendance raises above national average of at least 90.2%. • 'Any Other Black Background' attendance raises above national average of at least 91.6%. • 'Girls' attendance raises above national average of at least 92.4%. • Where appropriate pupils are referred to Early Help for support with improving attendance. • Ideas are gained from at least 2 outstanding SEND school regarding attendance and are used to review attendance policy. 	<ul style="list-style-type: none"> • White/ Black Caribbean attendance was 84.2% for the academic year, however, lower attendance figure due to one pupil's absence due to sleep therapy, this is deemed essential for this pupil's well-being. Excluding this pupil attendance would be 96.4%. • 'Any Other Black Background' attendance 97.2% for the academic year. • Girls' attendance is 89.7%. However, lower attendance due to 3 named pupils, 1 due to medical and 2 due to confidential reasons (see Autumn Term behaviour and attendance report). When pupils omitted 93.4% • One pupil referred to Early Help in the Spring Term and one in the Summer Term. • Ideas gained from 1 x Outstanding SEND

						school, Marylebone Bridge in the Summer Term. Strategies were very similar to Woodlane.
3. To ensure staff are equipped with increased knowledge and understanding in order to support disadvantaged pupils, specifically:						
<ul style="list-style-type: none"> develop and shape new Lead Practitioner role to ensure EHCPs are reviewed/delivered effectively and PP pupils meet their EHCP outcomes; 	<ul style="list-style-type: none"> Lead Practitioner role is introduced. Schedule induction for 2 x new teachers. Provide staff training based on observed needs throughout the year. Support with assessment of new Year 7 cohort baselines, including reading/maths age standardised assessments. Schedule and begin targeted interventions with Year 7 pupils. Report on the progress of interventions for the purpose of annual reviews, reporting to parents and skill sharing with staff. Schedule EHCP training for staff providing reviews. Mentor/coach staff providing EHCPs. Line manage 2 x teachers. Shape SAP model, particularly OT support. Lead practitioner offered opportunities to visit other 	<p>£26,597* proportion of staffing cost incl. on costs</p> <p>£500* – supply cover/resources</p> <p>£8,833* This figure is 1/3rd of the LP role costs, and reflects 1/3rd of interventions focusing on Y7.</p>	<p>(BK) (EA/CT)</p> <p>Teachers (BK/TH)</p> <p>(BK)</p> <p>(BK)</p> <p>(RF/SI)</p> <p>(BK)</p>	<p>Autumn Term Termly</p>	<ul style="list-style-type: none"> 2 x teachers are clear on school policies and practices and are observed putting into action. Various staff training takes place throughout the academic year, taking advantage of Wednesday directed time. EHCP training is provided to all relevant teachers. Teachers provide quality EHCP reviews and parents communicate their satisfaction. Lead Practitioner is able to provide appraisal and line management in line with the school model. Lead Practitioner successfully completes a range of need led interventions with Year 7 pupils. 100% of Year 7 pupils make at least expected progress in subjects linked to interventions. At least two case studies are completed termly detailing 	<ul style="list-style-type: none"> New teacher induction coordinated by Lead Practitioner. Feedback from staff indicates quality support (see Autumn Term SIA report). Regular training has been provided, which included: <ul style="list-style-type: none"> - Prevent - Deaf awareness - Visual impairment awareness - Progress - Behaviour and attendance - Safeguarding - PGSS etc. (See training log). EHCP targeted training has been provided for all staff undertaking EHCP reviews, staff confidence has raised. 5 additional staff are confidently chairing review meetings and writing quality reports.

	<p>outstanding special schools and explore best practice.</p>		<p>(Anissa Ilyas)</p>		<p>information on the status/progress of interventions.</p> <ul style="list-style-type: none"> • OT is integrated into classroom practice. • All staff visit another school and reflect on their visit during a staff meeting. • The school develops strong links with other outstanding schools. • Reciprocal school visits take place. • All pupils meet their EHCP outcomes over the course of the academic year. 	<ul style="list-style-type: none"> • All teachers now using EHCP outcomes to set termly pupil targets. • To date all, excluding one parent, were satisfied with the quality of their EHCP. • Talking Mats training attended (BK & KR), targeted sessions held to collect pupil views for Annual Review. • Successful and rigorous line management/ appraisal provided by Lead Practitioner. SIA conference call highlighted that new staff value the school induction procedures (see Autumn Term SIA report). • Lead Practitioner has attended the following schools: Linfield School in Eastbourne and Jack Tizard in White City, ideas are being used to effectively plan for changes next academic year. • In the pupil questionnaire (February 2019), 97% of pupils believe the school is well run.
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						<ul style="list-style-type: none"> • Lead Practitioner has trialled method to ensure all information reaches Year 7 parents in a timely manner before the review, this was successful but will be shaped further in the new academic year. Successful recruitment of a HLTA with EHCP support responsibility will stream line this further. • Induction policy created and available on school website, it is also shared in the recruitment process. • Zones of regulation training provided in September 2019 to enable all staff to integrate OT practice into whole school. • 6 EHCPs '<i>All about me</i>' sessions ran on theme day for all pupils. Pupils carouselled to try the various '<i>Pupil Voice</i>' options and voted on their favourite. As a result there has been an increase in '<i>All about me</i>' PowerPoint presentations in meetings. It is
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						<p>scheduled for next academic year for Subject Leader (Computing and PSCH) to develop a scheme of work on making their own 'All about me' presentation in preparation for EHCP AR.</p> <ul style="list-style-type: none"> In the Autumn Term 98% steps towards EHCP outcomes were achieved. In the Spring Term 94% steps towards EHCP outcomes were achieved. Summer Term is calculated in October and is therefore not included.
<ul style="list-style-type: none"> raise the quality of TA and Apprentice support to consistently outstanding to ensure the vast majority of pupils make substantial and sustained progress; 	<ul style="list-style-type: none"> Review pay policy, exploring performance related pay for support staff. Update pay policy to include criteria. Schedule ½ day leave for support staff to demonstrate gratitude to support staff commitment. Recruit 5 x apprentices. Advertise HLTA position, with specific responsibilities, including apprentice support/coaching and mentoring. 	<p>£800* HLTA course and cover</p>	<p>(CM/TH)</p>	<p>Autumn Term</p> <p>Summer Term</p>	<ul style="list-style-type: none"> Pay policy is updated. ½ day 'Christmas shopping' day provided to support staff. 4 x apprentices are recruited and in post. HLTA in post for the start of the new academic year. New TAs/apprentices have observed best practice and incorporate in to support. All TAs/Apprentices visit another outstanding SEND school. TAs feel more confident in their use of PGSS and are 	<ul style="list-style-type: none"> Pay policy updated (October 2018), which now includes performance related pay for support staff. ½ day 'Christmas shopping' day provided to support staff (December 2018), this was provided through internal cover and therefore without additional costs. 5 x apprentices have been recruited and are now in post.

	<ul style="list-style-type: none"> • Link all new TAs/apprentices with a buddy system and provide opportunities for colleague observation. • Various subject specific TAs offered opportunities to schedule visit to other outstanding SEND schools. Ideas are incorporated into practice. • TAs undertake a PGSS refresher course. • Lead Practitioner supports and mentors new members of staff to ensure Woodlane's 'house style' is adopted. • Assign a subject TA/Apprentice specialist to every teacher. 	<p>£0 PGSS refresher</p>	<p>(TM)</p> <p>(KR/AC)</p> <p>(CM)</p> <p>(Chika Omoruyi)</p>	<p>Autumn Term</p> <p>Spring Term</p> <p>Autumn Term</p>	<p>observed using it during formal TA observations.</p> <ul style="list-style-type: none"> • Every teacher has an assigned additional adult, with subject specialisms. • New TAs adopt Woodlane's 'house style' successfully and performance management observations reflect this. 	<ul style="list-style-type: none"> • Observational opportunities were scheduled for apprentices in Autumn and Spring Term. • Apprentices have received formal classroom observations throughout the year, progressing to 100% of apprentices gaining at least a 'good' classroom observation, with 40% achieving 'outstanding'. • Positive use of PGSS in TA observations has been observed and feedback through classroom observations recorded. Small number of TAs have a PM target related to PGSS. • All teachers have an assigned additional TA/Apprentice. • 50% of TAs achieved an 'outstanding' classroom observation in Autumn Term. In the Spring Term this was 69%. In the Summer Term this was 67%. • Internally advertised permanent TA opportunities for apprentices in the
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						<p>Summer Term, strongest 3 Apprentices recruited for permanent/temporary positions.</p> <ul style="list-style-type: none"> All TAs visited outstanding special schools on 07/06/19. TAs used ideas to enhance own practice, see collated feedback from both teachers and TAs which were used to support professional development and to devise elements of the SIP 2019/2020. Internally advertised HLTA position, position started in September 2019.
Total Budgeted Cost		£45,577				

Who? Purple – SLT/Governors

Grey – Subjects Leaders/Teachers

Pink – TAs/Cover Supervisor/Support staff

Blue – Support Agency Partnerships

*NB: Where costs cannot be associated solely to PP pupils, a percentage of the costs will be used.

This reflects the percentage of PP pupils on roll at Woodlane at the time of budgeting for PP spending (40%).