



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Woodlawn School
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers	2021-2024 reviewed annually.
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Gill Wilson
Pupil premium lead	Claire Harrison-Hoggarth
Governor / Trustee lead	Hilary Harrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,080 (financial year)
Recovery premium funding allocation this academic year	£27,840 Covid catch up (separate plan)

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£83,920

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all pupils in school to make or exceed progress in relation to their individual baselines.
- To support our pupils' individual health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities are fully inclusive to meet the needs of all pupils.
- Recognising that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils we have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

- Ensuring all teaching is good or better.
- Allocating 1:1 and small group interventions in English and Maths delivered by a qualified teacher and specialist in RWI.
- Allocating 1:1 and small group interventions in social, emotional and mental health delivered by a qualified Thrive practitioner.
- Increasing the number of qualified Thrive practitioners (and maintaining their status) in school to support re-profiling and embed Thrive into the SEMH section of pupils EHCP's and PLP's.
- Working closely with the North Tyneside HIVE team to support pupils who are looked after and becoming a host/partner school for their Mental Health Support Team.
- Continuing to enrich the curriculum with first hand experiences from visitors to school and additional activities, educational visits and residentials.
- Providing bespoke resources to remove barriers to learning for pupils requiring a bespoke integrated therapy approach.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Covid absence resulting in a lack of access to therapy.
2	Parental and pupil engagement in online work and homework.
3	Attainment gap in maths particularly statistics across key stages 1 to 3 within PP.
4	Attainment gap in aspects of English across key stages 1-4 within PP.
5	External issues affecting pupils' mental health.
6	Attainment gap across key stage one with PP v non-PP.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment in therapeutic PLP's	All pupils achieving over 80% met PLP therapy targets.
Improve parental and pupil engagement with home learning.	Increase in engagement in home learning with identified pupils.
Progress in statistics in maths.	Increase in percentage of attainment in maths across all areas and key stages.
Progress in English.	Increase in percentage of attainment in English across all areas and key stages.
Improved mental health.	Increase in percentage of Thrive targets met and an increase in access to mental health services and support.
Narrow the gap between key stage one groups.	Increase the percentage of key stage one PP children attainment in bsquared.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

£25714 plus TLR £2873 plus Thrive £1443 (x2 and annual practitioner training licence renewal x 5). £5000 training and resources,

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ECT appointed to work across key stages to provide small group and 1:1 literacy and numeracy support and intervention.</i>	EEF (+5) Evidence suggests that short, regular sessions over a set period of time results in optimum impact linked to normal teaching.	2, 3, 4, 6
<i>2 members of staff trained as Thrive practitioners to increase the Thrive team.</i>	EEF (+4/5) SEMH interventions are shown to improve social and emotional skills and therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self regulation and subsequently increase academic attainment.	1, 2, 5
1x teacher Seesaw Ambassador training. Teacher to lead on developing the use of Seesaw to support online learning, homework, assessment recording and parental engagement.	EEF (+5) Home learning Evidence suggests that the average impact of home learning is positive across both primary and secondary schools. The quality of the task set is more important than the quality of the work required from the pupil. To maximise impact, it is important that high quality feedback is provided on pupil work.	1, 2, 3, 4, 6
1 x TLR Teacher to support DHT to lead integrated therapy project (see below)	EEF (+4) Individualised Instruction For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.	1, 2, 3, 4, 5, 6

Resources purchased: Bespoke to remove barriers to learning in relation to pupil EHCP's. Additional RWI and numicon resources to support literacy and our whole school reading focus as well as maths.	EEF (Phonics +5) (Reading Comprehension +6)	1, 2, 3, 4, 5, 6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,136.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECT intervention Teacher	As above	2, 3, 4, 6
Grade 7 Lead Learning mentor 1:1 and small group Thrive and SEMH interventions. 4 days per week.	As above	1, 2, 5
Integrated Therapy Project - to identify and address staff training needs, improve communication and monitoring systems.	As above	1, 2, 3, 4, 5, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific class activities related to sports, arts and celebrations to raise aspirations and well being.	We believe supporting our pupils' well being by enriching the curriculum and celebrating success particularly during a challenging time, leads to happier pupils which in	1, 2, 3, 4, 5, 6

	turn supports pupils being ready to learn and attain academically.	
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Total budgeted cost: £56,109.70 plus £27,850 Covid Catch Up (see separate plan) = 83,959,70

Recovery Premium 2021 – 2022

£13,630 received in 4 instalments.

We are using the recovery premium to:

- Train staff in order to support pupils in the removal of their barriers to learning, particularly due to some pupil's regression during covid lockdowns due to a lack of access to therapy.
- Improve teacher knowledge and understanding and access to resources in identified areas of the curriculum to raise attainment eg computing which supports learning from home during isolation periods.
- Provide curriculum enrichments opportunities which have not been undertaken due to covid lockdowns / risk assessments both at home and school.
- Narrow the gap in attainment in our whole school reading focus and support engagement in reading.
- Provide pupil wellbeing activities led by external providers to enrich the PSHE curriculum and support pupil mental health due to covid 19.
- Purchase pupil sensory integration resources to support pupils being ready to learn and self-regulated.
- Purchase resources to enrich the outdoor areas to support communication and interaction and physical / sensory needs.

Activity
PECS training (Picture exchange communication system) 4 x £330 – online £1320
Computing subscription – ICT with MR P £120
CPD with Mr P £185 (developing computing curriculum)
Bigfoot Education – The Worry Wizard – Introduction to Wellbeing KS1-3 £375
Bigfoot Education – Wolf on Trial – World Book Day £495
Timbadash Theatre – Sensory Play – The Party (Easter focus / Summer Pool focus) £750 x 2 £1500

Rockpool School - £50 per hour x 7 (Primary classes) £350
Commando Joes – Character, resilience and wellbeing workshops £1750 PA x 2 + £3500
Sensory Integration Resources – packs for each class £2895 total
Outdoor learning resources £2900

Total spend: £13,640

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

- Purchasing and delivering food for FSM.
- Organising food vouchers scheme.
- Purchasing, creating and delivering resources eg paper, RWI materials, IT.
- Weekly calls and home visits.
- PP staff supporting all pupils inc PP with SEMH and basic skills catch up.
- Intervention pupils prioritised due to PP staff supporting individual students
- Attending virtual MDT / TAF / looked after review meetings, goal setting meetings, meetings with medical professionals
- Supporting new and existing staff with virtual staff training eg Thrive, RWI.
- Supporting the assessment and delivery of class thrive programmes.
- Work planned and uploaded on seesaw / google classroom for remote learning.
- Purchase of individual and curriculum class resources.
- Undertaking EHA referrals and TAF meetings with subsequent actions.
- Attending training eg young carers assessor and undertaking assessments.
- NQT's attending LA training re. PP
- PP Induction training delivered.

Pupil Premium

Key Stage	Mathematics			English		
	Number	Measure	statistics	Reading	Writing	Spoken
1	38%	33%	47%	36%	24%	44%
2	35%	17%	19%	30%	15%	18%
3	43%	22%	2%	14%	10%	19%
4	13%	13%	14%	20%	24%	30%

