



Pupil Premium Strategy 2019/20

Summary Information					
School	Woodlawn School			Type of SEN	Physical, Medical, Sensory, MLD
Academic Year	2019-2020	Total PP Budget	£26,765	Date of most recent PP Review	July 2019
Total number of pupils	108	Number of pupils eligible for PP	22	Date for next internal review of the strategy	September 2020
Key Staff	Claire Harrison-Hoggarth - Pupil Premium Lead Hilary Harrison – Pupil Premium Governor (Chair of Governors)				

Current Attainment - % of pupils achieving or exceeding their target			
	2016/17	2017/18	2018/19
English - Comprehension	84%	79%	96%
English - Reading	79%	79%	88%
English - Writing	95%	88%	76%
English - Expression	89%	71%	80%
Maths - Number	84%	83%	84%
Maths – Using and Applying	84%	79%	76%
Maths – Space, Shape and Measure	95%	75%	80%

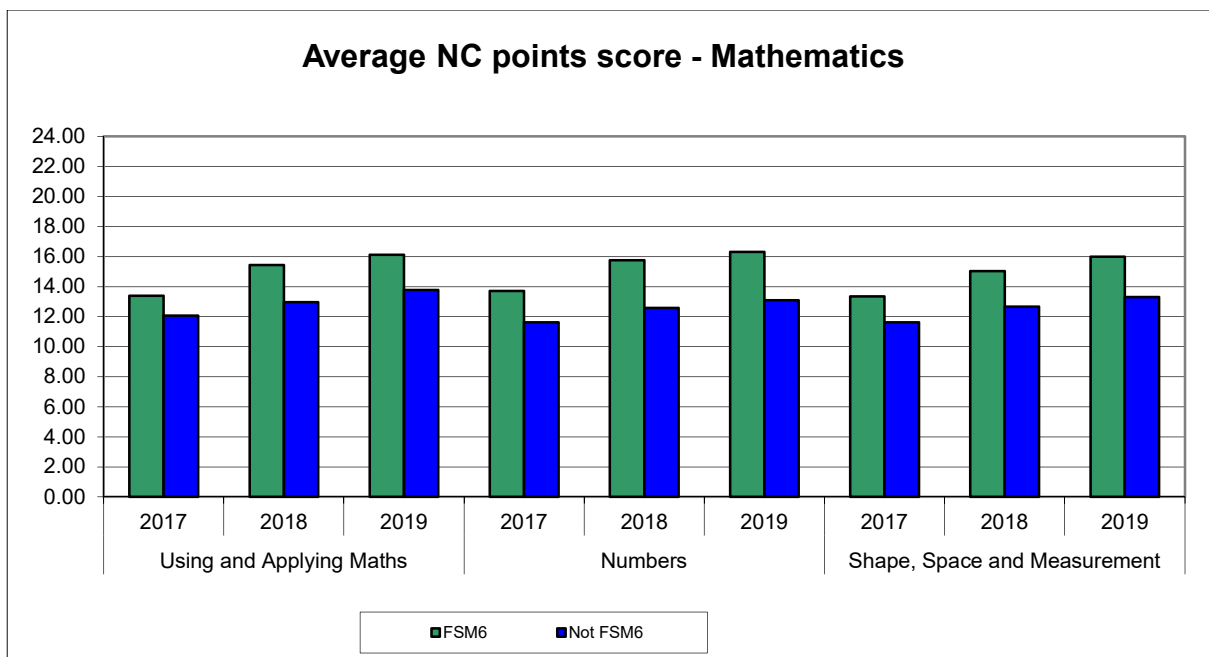
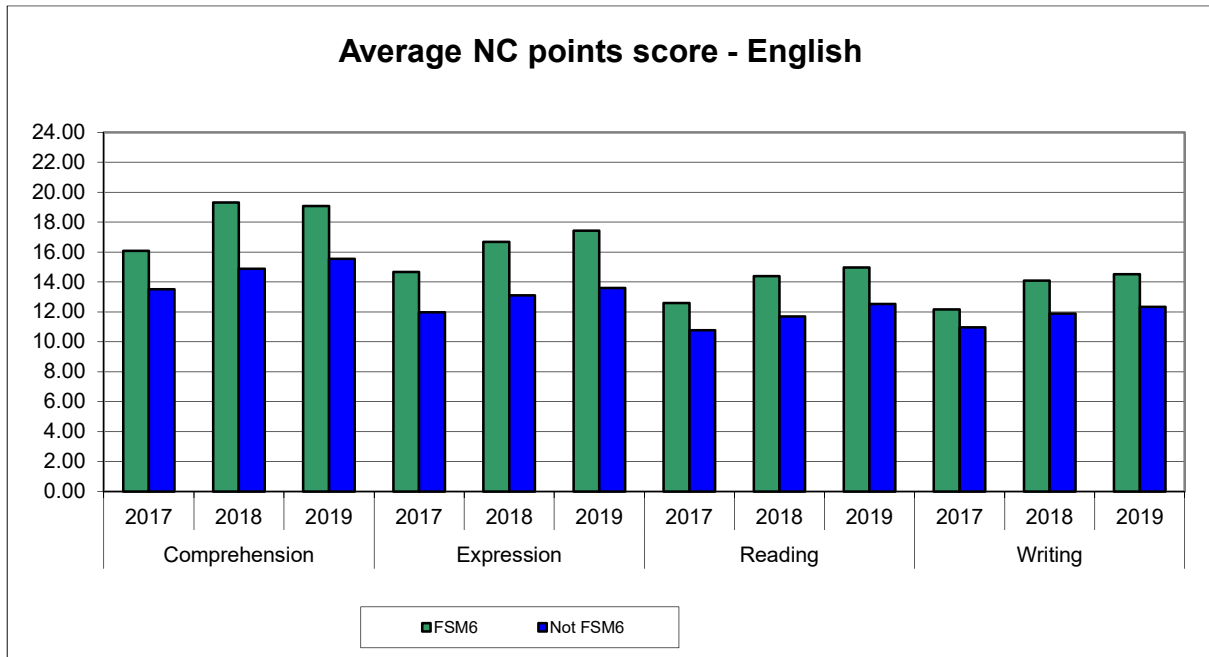
Barriers to future attainment (for pupils eligible for PP)	
The school chooses to spend the PP grant to improve whole school outcomes, provides targeted taught intervention programmes and bespoke resources and plans.	
In-school barriers	
1	Variation in the teaching and learning of aspects of English. Focus on improvement in writing
2	Access to bespoke resources to remove barriers to learning for pupils with complex needs and staff knowledge and understanding in relation to these resources. Particular focus on access IT.
3	Pupils with SEMH requiring support around self-regulation, accessing the curriculum effectively, emotional wellbeing, etc.
External barriers	
4	Pupils have difficulty accessing enrichment opportunities after school both in school and in the community due to transport, lack of availability, resources, support, etc.

Outcomes			
	Desired Outcomes and how they will be measured	Success Criteria	Cost
1	Targeted intervention to consolidate and extend RWI, communication (including social) and numeracy. Teaching staff attend data meetings with data lead and ensure % increase. Pupils receive 1:1 and/or small group targeted RWI, numeracy and/or communication intervention Measured via monitoring, lesson observation, learning walks, PIVAT / IEP data. Extended 2019/20 to cover all primary and secondary with an additional 0.6 member of staff.	Teaching and learning improved in English and Maths evident in school monitoring, moderation and pupil assessments.	£16,943.94 x 2 Half funded by PP as staff support non-pp also.
2	PP pupils with complex needs will have access to bespoke resources to overcome barriers to learning by improving communication and recording of work. Measured by routes for learning, PIVAT and IEP data, school monitoring, and lesson observation. 2019/20 focus on access IT.	Pupils will have access to bespoke resources as identified by MDT. Staff will be trained in how to use and incorporate resources into daily planning. Pupils engagement, communication and recording will increase. Focus on Access IT e.g. eye gaze, clicker 6.	TBC
3	PP pupils with SEMH needs will receive 1:1 and/or small group intervention. Thrive to be implemented across school. Measured by IEP and PIVAT data, case studies.	Pupils will have developed appropriate self-regulation techniques, improved emotional wellbeing and be accessing class based activities effectively, which raises their attainment in PSED and across the curriculum. Thrive embedded as a whole school approach.	£22,591.92 Half funded by PP as staff support non-pp also. £388.50 Subscription
4	Access to a range of enrichment opportunities during the school day and at weekends including a variety of clubs and school trips. Measured by audit of club attendance, observations.	Pupils have access to and attend a range of enrichment opportunities including school trips, sporting events, clubs etc.	TBC

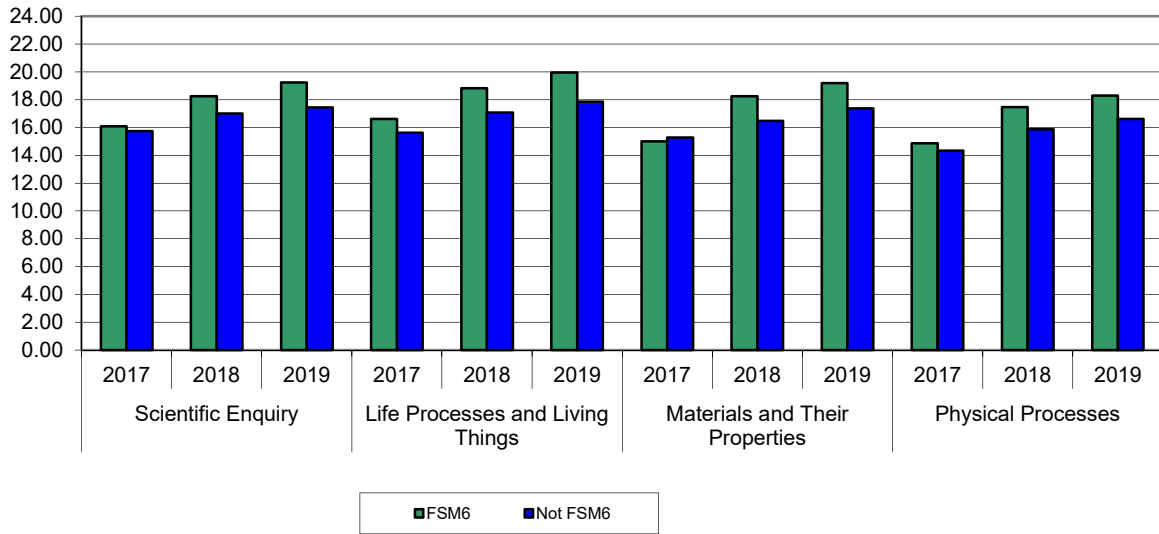
Total: £28,628.40+

Impact

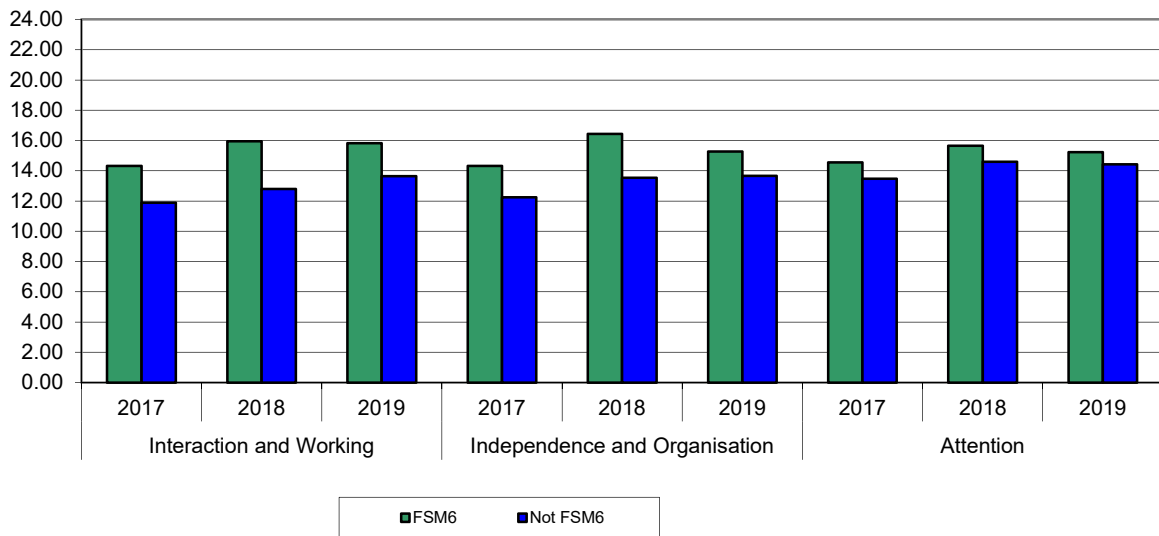
The 3 year trend highlights an increase, year on year on pupil average National Curriculum points score.



Average NC points score - Science



Average NC points score - Personal and Social Development



Average NC points score - ICT

