



Pupil Premium Strategy 2020/21

Incorporating 2019/20 Impact

Summary Information					
School	Woodlawn School			Type of SEN	Physical, Medical, Sensory, MLD
Academic Year	2020-2021	Total PP Budget	£38,280	Date of most recent PP Review	July 2020
Total number of pupils	119	Number of pupils eligible for PP	30	Date for next internal review of the strategy	September 2021
Key Staff	Claire Harrison-Hoggarth - Pupil Premium Lead Hilary Harrison – Pupil Premium Governor (Chair of Governors)				

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	Pupils have not accessed their usual onsite education due to Covid 19 lockdown. Additional support is required in assessing and providing bespoke intervention in key skills – literacy / numeracy.
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 and ASD (sensory integration) due to an increased population of students.
3	Pupils requiring support around self-regulation, accessing the curriculum effectively, emotional wellbeing. Particular focus required in relation to anxiety and personal issues which have effected families during Covid 19 lockdown including changes in behavioural presentation.
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. This has been exasperated further due to Covid 19 lockdown.

Outcomes			
	Desired Outcomes and how they will be measured	Success Criteria	Cost
1	<p>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</p> <p>Measured via monitoring, lesson observation, learning walks, Bsquared / IEP data.</p>	<p>Teaching and learning improved in English and Maths evident in school monitoring, moderation and pupil assessments.</p>	<p>£16,943.94 Half funded by PP as staff support non-pp also. 0.6 HLTA (£8417.97)</p> <p>£24, 373 Extended 2020/21, due to an increase in pupil numbers, a FT intervention teacher recruited to work across the primary department (some secondary capacity). Half funded by PP as staff undertakes PPA cover also (12,186.50).</p>
2	<p>PP pupils with complex or specific needs will have access to bespoke resources to overcome barriers to learning to enable communication or physical needs, recording of work or behavioural support. Measured by routes for learning, Bsquared and IEP data, school monitoring, and lesson observation.</p> <p>2020/21 continued focus on access IT, particularly eyegaze due to Covid 19 lockdown limiting progression. Additional focus on sensory integration due to increased number of pupils with ASD and issues arising from Covid 19 lockdown.</p> <p>Intervention staff currently supporting 3 pupils (1 PP) as a specific group to meet their individual needs.</p>	<p>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, recording, behaviour for learning will increase. Focus on Access IT e.g. eye gaze, clicker 6.</p>	<p>TBC – equipment already purchased, cost to cover any additional training, equipment, staff cover. Pupils assessed by therapists during first half autumn term and joint goal setting undertaken which highlights resources required.</p>
3	<p>PP pupils with SEMH needs will receive 1:1 and/or small group intervention.</p> <p>Thrive to be further embedded across school.</p> <p>Time with EP to work in teams to problem solve and produce</p>	<p>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</p>	<p>£22,591.92 Half funded by PP as staff support non-pp also (11, 295.96). £388.50 Subscription plus additional training costs</p>

	joint working plans for pupils with specific challenges. Measured by Thrive assessments, IEP and Bsquared data, case studies.	the curriculum. Thrive embedded as a whole school approach.	to ensure practitioners remain licensed.
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 due to current Covid 19 limitations.

Total: £32,288.93

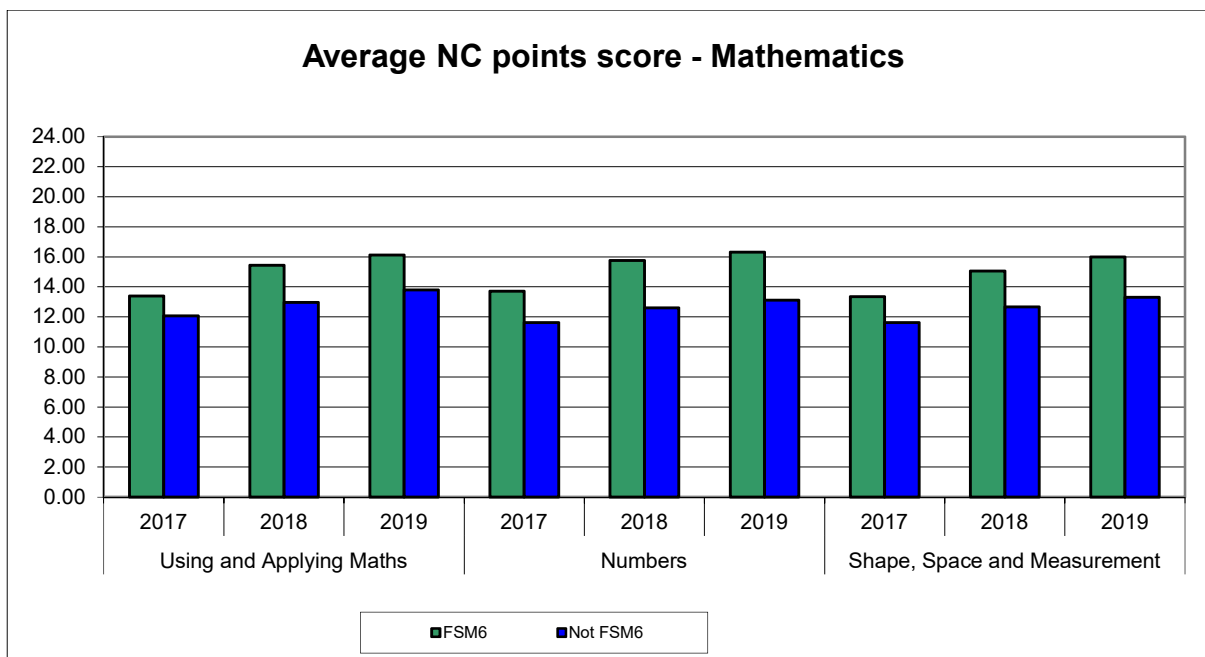
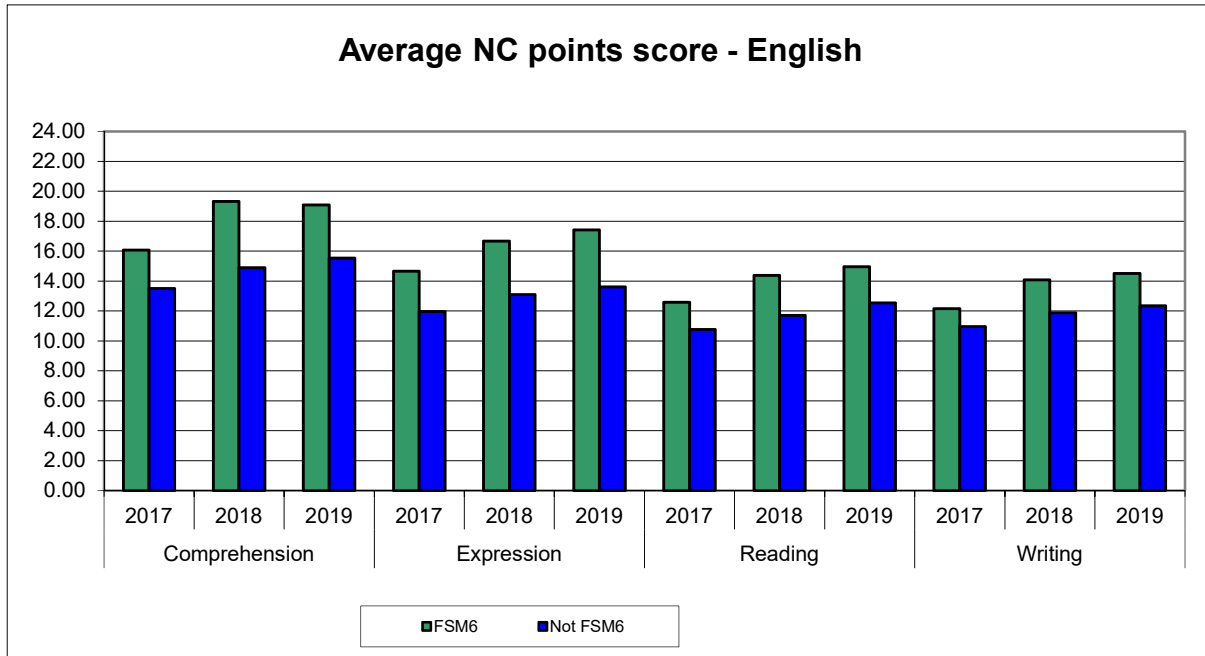
2019/2020 Impact

Comparable data for 2020/21 is currently not available due to the implementation of a new assessment system (Bsquared) and Covid 19 lockdown.

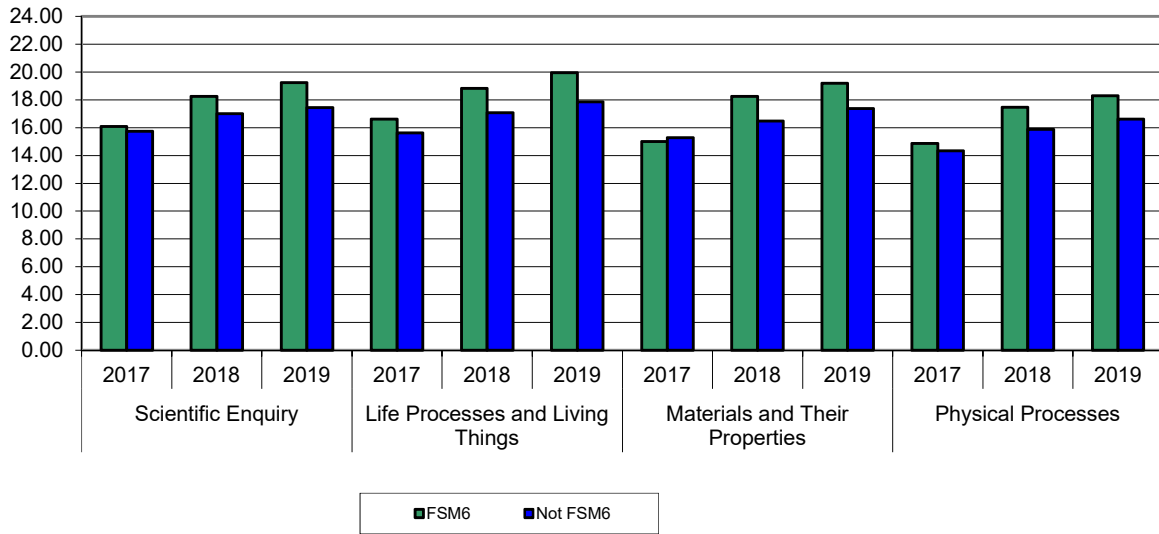
Year 11 pupils met or exceeded their GCSE predicted results.

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

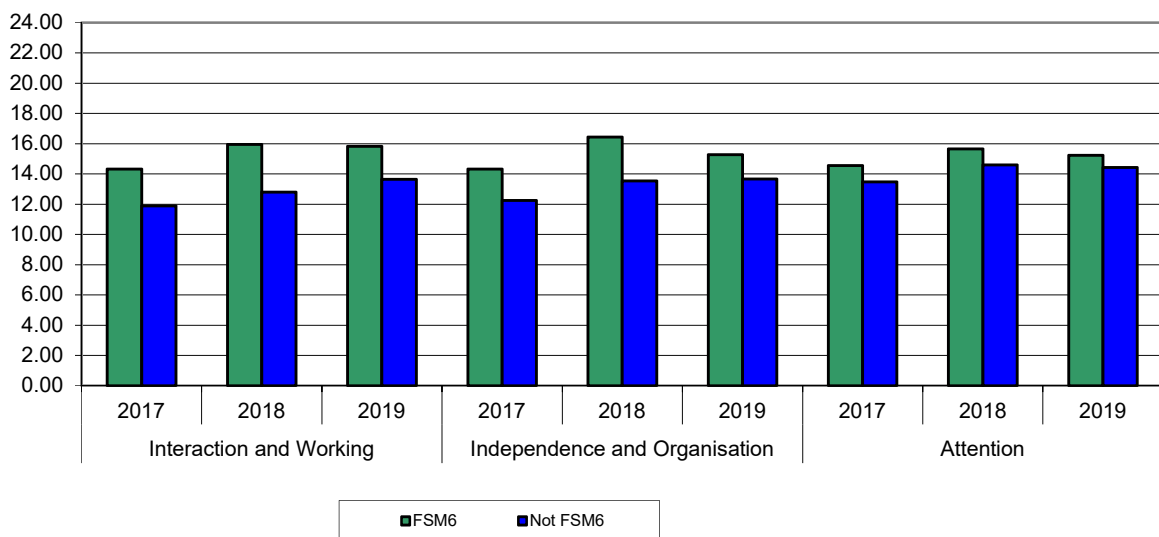
The 3 year trend highlights an increase, year on year on pupil average National Curriculum points score.



Average NC points score - Science



Average NC points score - Personal and Social Development



Average NC points score - ICT

