



## Pupil Premium Strategy 2017/18

Summary Information					
School	Woodlawn School			Type of SEN	Physical, Medical, Sensory
Academic Year	2017-2018	Total PP Budget	£28,445	Date of most recent PP Review	July 2017 (mid-year update January 2018)
Total number of pupils	106	Number of pupils eligible for PP	23	Date for next internal review of the strategy	July 2018
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			
	2014/15	2015/16	2016/17
English - Comprehension	54%	84%	84%
English - Reading	46%	53%	79%
English - Writing	54%	53%	95%
English - Expression	61%	63%	89%
Maths - Number	32%	74%	84%
Maths – Using and Applying	46%	68%	84%
Maths – Space, Shape and Measure	54%	63%	95%

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.
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.
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
1	Staff will undertake further English training in Talk for Writing to compliment and extend the current whole school focus of RWI. Targeted intervention to consolidate and extend RWI. Teaching staff attend data meetings with data lead and ensure % increase. Pupils receive 1:1 and/or small group targeted RWI intervention. Measured via monitoring, lesson observation, learning walks, PIVAT / IEP data.	Teaching and learning improved in English evident in school monitoring, moderation and pupil assessments.
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.	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.
3	PP pupils with SEMH needs will receive 1:1 and/or small group intervention. 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.
4	Access to a range of enrichment opportunities during the school day and at weekends including a variety of clubs. Measured by audit of club attendance, observations.	Pupils have access to and attend a range of enrichment opportunities including art club, sports clubs, sing and sign, etc.

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



