



## Pupil premium 3 year strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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	154 - 2022/23 172 - 2023/24 TBC 2024/25
Proportion (%) of pupil premium eligible pupils	31% 2022/23 32% 2023/24 TBC 2024/25
Academic year/years that our current pupil premium strategy plan covers	2022-2025 reviewed annually.
Date this statement was first published	September 2022
Date on which it will be reviewed	September 2023/24/25
Statement authorised by	Gill Wilson
Pupil premium lead	Claire Harrison-Hoggarth
Governor / Trustee lead	Hilary Harrison

### Funding overview

Detail	Amount
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Pupil premium funding allocation the academic year	<p>£64,855 (2022/23 financial year)</p> <p>£72,870 (2023/24 financial year)</p> <p>£TBC (2024/25 financial year)</p>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<p><b>Total budget for the academic year</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p><u>2022/23</u> £64,855</p> <p><u>2023/24</u> £72,870</p> <p><u>2024/25</u> £TBC</p>

# 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 qualified teachers 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 / Connect teams 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	Attainment in PLP data particularly gross motor.
2	Parental and pupil engagement in online work and homework.
3	Small attainment gap in maths particularly SSM and reading across whole school data
4	Attainment gap in reading / writing / number KS2, writing / spoken language and maths in KS3.
5	External issues affecting pupils' mental health.
6	Small PP cohort in KS4, pupil specific gaps in learning.

## 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 maths – specifically number / SSM	Increase in percentage of attainment in maths across specific areas and key stages.
Progress in English	Increase in percentage of attainment in English across all areas in specific key stages.
Improved mental health.	Increase in percentage of Thrive targets met and an increase in access to mental health services and support.

## 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:

2022/23 Teacher £29,800 plus Thrive £1443 (x2 and annual practitioner training licence renewal x 4). £5000 training and resources

2023/24 FT Teacher £33,814, PT Teacher £6347

Plus Thrive (x5 annual practitioner training renewal, £2500 thrive online)

Plus £3500 allocated to specific training requirements to support individual pupils eg. communication, health related.

2024/25 TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1 FT and 1 PT teacher 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. 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
<i>Rolling programme of 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 (replace previous). 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
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. £1000 Whole school LA RWI twilight training / Talk for writing training.	EEF (Phonics +5) (Reading Comprehension +6)	1, 2, 3, 4, 5

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

2022/23 TA pay rise £1925 = £21,061.70

2023/24 £21,061.70

2024/25 TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 x intervention Teacher	As above	2, 3, 4
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	As above	1, 2, 3, 4, 5

address staff training needs, improve communication and monitoring systems.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

2022/23 £2500 to facilitate secondary residential visit. £3500 to support subject leaders to enrich the curriculum eg. trips, visitors to school.

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2024/25 TBC

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 turn supports pupils being ready to learn and attain academically.	1, 2, 3, 4, 5

**Total budgeted cost: 2023/24 £72,870, spend: £73,222.70**

Examples of how 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.
- 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.
- Provide curriculum enrichment opportunities.
- 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.
- Purchase pupil sensory integration resources to support pupils being ready to learn and be self-regulated.

- Purchase resources to enrich the outdoor areas to support communication and interaction and physical / sensory needs.

<b>Activity</b>
Bigfoot Education Roald Dahl Day £250, Weekly secondary drama £6435 , Black history week £431
Timbadash Theatre £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 - £500
Outdoor learning resources - orienteering
Muddy puddles practitioner status and resources



## 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 2022 to 2023 academic year.

The following details the mean progress of the pupil premium cohort v the non-pupil premium cohort of mastered steps following our bsquared assessment programme. Data is analysed at an individual pupil level of progress (ipsative), key stage and whole school to show impact and inform the following years pupil premium spend, as detailed above. There has been an increase in pupil numbers year on year which impacts the data capture. Numbers in brackets are the number of pupils within the analysed group.

#### Whole school

<u>Whole school</u>		22-23		21-22	
		PP	Non-PP	PP	Non-PP
English	Reading	32% (32)	40% (50)	47% (34)	46% (41)
	Writing	34% (39)	30% (50)	35% (32)	31% (43)
	Spoken Language	40% (39)	32% (50)	45% (33)	38% (43)
Maths	Number	33% (39)	34% (50)	51% (34)	26% (42)
	SS& Measure	30% (39)	36% (50)	33% (34)	24% (43)
	Statistics & Probability	52% (39)	45% (50)	43% (34)	32% (41)

Examples of additional support the pupil premium cohort have received are as follows:

- Organising food vouchers scheme.
- Purchasing and creating resources eg new schemes of books across all key stages, numicon packs per class.
- PP staff full programme of supporting all pupils inc PP with SEMH and basic skills.
- Attending virtual MDT / TAF / looked after review meetings, goal setting meetings, meetings with medical professionals
- Providing new and existing staff with virtual and in person staff training eg Thrive, RWI.
- Thrive staff 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 particularly communication aids.
- Undertaking EHA referrals and TAF meetings with subsequent actions.
- Attending training eg adolescent thrive

- ECT's attending training re. PP
- PP Induction training delivered.
- Specific resources purchased for individuals re. Integrated therapy.