



## 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 - 2023/24 171 2024/25
Proportion (%) of pupil premium eligible pupils	31% 2022/23 32% 2023/24 39% 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	Shauna Foster
Governor / Trustee lead	Hilary Harrison

## Funding overview

Detail	Amount
Pupil premium funding allocation the academic year	£67,355 (2022/23 financial year) £71,415 (2023/24 financial year) £95,840 (2024/25 financial year)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for the academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<u>2022/23</u> £67,355  <u>2023/24</u> £71,415  <u>2024/25</u> £95,840

# 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 from autumn 2023 baseline, particularly: KS3 – Cognition and Learning KS4 - SEMH KS5 -SEMH
2	Parental and pupil engagement in online work and homework.
3	Attainment gap in: KS3 reading, KS1/4 writing, KS1/3 Number, KS3/4 measurement, KS1/3/4 statistics and probability.
4	External issues affecting pupils' mental health.
5	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 PLP's.	All pupils achieving over 80% minimum.
Improve parental and pupil engagement with home learning.	Increase in engagement in home learning with identified pupils.
Progress in KS2/3 reading / writing, KS2 Number, KS2/3 measurement, KS2/4 statistics and probability.	Increase in percentage of attainment in maths across specific 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.
Improve outcomes for specific KS4 pupils.	Improved outcomes in specific basic skills areas

## 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 2 x FT Teacher £33,814

Plus Thrive (x 5 annual practitioner training renewal, £2500 thrive online)

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

2024/25 1 x music therapist, 1 day per week £9000

1 x FT Teacher £36,051

1 x Animal Therapy £3040

Bigfoot Secondary drama £6435

1x Yoga Wellbeing support £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1 FT teachers 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, 4
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, 5
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, 5
Bespoke integrated therapy team supporting holistic targets.	EEF (+5) Evidence suggests that short, regular sessions over a set period of time results in optimum impact linked to normal teaching.	1,3,5

## 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 £22,974.70

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

### **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.

2023/24 £2500 to facilitate secondary residential visit. £3500 to support subject leaders to enrich the curriculum eg. trips, visitors to school.

2024/25 £3000 to facilitate secondary residential visit. £3000 to support subject leaders to enrich the curriculum eg. trips, visitors to school. £3000 outdoor education.

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: £95,840 2024/25 spend: £95,550

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.

Activity
Bigfoot Education
Drop down days
Timbadash Theatre
Rockpool School
Sensory Integration Resources
Outdoor learning resources
Educational visits
Yoga Therapy



## 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.

#### Whole school

<u>Whole school</u>		<b>23/24</b>		22-23		21-22	
		PP	Non-PP	PP	Non-PP	PP	Non-PP
English	Reading	KS1 -80% KS2 - 66% KS3 - 59% KS4 -60%	KS1 - 60% KS2 - 53% KS3 - 70% KS4 -60%	32% (32)	40% (50)	47% (34)	46% (41)
	Writing	KS1 - 60% KS2 -88% KS3 -65% KS4 -50%	KS1 -70% KS2 - 60% KS3 - 60% KS4 -70%	34% (39)	30% (50)	35% (32)	31% (43)
Maths	Number	KS1 -60% KS2 -69% KS3 -24% KS4 -80%	KS1 -90% KS2 - 53% KS3 -90% KS4 -80%	33% (39)	34% (50)	51% (34)	26% (42)
	SS& Measure	KS1 -100% KS2 - 63% KS3 - 47% KS4 - 70%	KS1 -60% KS2 - 67% KS3 - 60% KS4 -100%	30% (39)	36% (50)	33% (34)	24% (43)
	Statistics & Probability	KS1 -60% KS2 -75% KS3 -53% KS4 -50%	KS1 -90% KS2 -60% KS3 -80% KS4 -90%	52% (39)	45% (50)	43% (34)	32% (41)

## **PLP Data**

PLP data from Summer 1 to Autumn 1 has been analysed. The information below shows the strengths across school and Key Stages as well as areas of areas for development.

The PLP target of 90% represents good progress for the main body of the school. Where there is a larger discrepancy we aim for 80% in the first instance, rising to 90%. These areas are prioritised.

Each term class teams analyse their comparative class data to identify areas of strength and development at an individual pupil, class, area of the EHCP and pupil premium level. The PP lead meets termly with the motor skills coordinators to analyse the sensory and physical data and set pupils / areas to focus on that term. The PP lead meets with the Thrive lead to analyse the SEMH targets and set pupils / areas to focus on that term. The PP lead meets with the therapy team to analyses the communication and interaction, sensory and physical data to identify pupils / areas of focus for support that term. Termly PLP data is analysed at a strategic level with SLT.

## **Areas of Strength EYFS & Primary**

EYFS	All areas 100%
KS1	Cognition and Learning 100% Communication 93% Sensory and Physical 98.3% SEMH 98%
KS2	Cognition and Learning 97.4% Communication 93% Sensory and Physical 96.5% SEMH 96%

## **Areas of Strength KS3, KS4 & KS5**

KS3	Sensory and Physical – 95.3% SEMH 98%
KS4	Cognition and Learning – 91.4% Communication 93% Sensory and Physical 96.9%
KS5	Cognition and Learning – 94.1% Communication 92.9% Sensory and Physical 93%

## Areas of focus for development EYFS & Primary Non-PP and PP

All areas above 90%.

## Areas of focus for development KS3, KS4 & KS5 Non-PP and PP

KS3	Cognition and Learning – 83.1% Communication 79%
KS4	SEMH 86%
KS5	SEMH 88%

## Pupil Premium PLP Data Comparison %

After analysing the above data, pupils were identified, support targeted for pupils and staff development and the following table shows the term on term progress to date.

Autumn 2023 – Spring 2024

	C&L A	C&L Sp	C&I A	C&I Sp	S&P A	S&P Sp	SEMH A	SEMH Sp
EYFS	100	100	100	100	100	100	100	100
KS1	79.3	96.7	82	96	73.9	100	63	100
KS2	94.1	100	81	97	<b>94.6</b>	<b>86.7</b>	82	98
KS3	<b>89.2</b>	<b>80.8</b>	<b>84</b>	<b>78</b>	63.6	<b>77.4</b>	77	88
KS4	69.6	96	75	<b>79</b>	90	100	55	89
KS5	100	100	100	<b>78</b>	100	<b>87.5</b>	50	100

Summer 2024

	C&L	C&I	S&P	SEMH
EYFS	100	100	100	100
KS1	100	96	100	96
KS2	100	97	95.7	98
KS3	<b>80.8</b>	<b>75</b>	92.9	97
KS4	<b>85.2</b>	<b>89</b>	100	<b>75</b>
KS5	94.7	91	<b>85.7</b>	90

The highlighted areas are the areas of focus for the following term.

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.