**Pupil Premium Strategy Statement**

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| 1. **Summary Information** | | | | | |
| **School**: Woodside Special School | | | | | |
| Academic Year | 2019-2020 | Total PP budget |  | Date of most recent PP Review | October 2019 |
| Total number of pupils | 158 | £72,215 |  | Date of next internal review | July 2020 |

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| **19-20 In school focus** | | |
| A. | Personalisation of learning | |
| B. | Communication, social and emotional needs affecting wellbeing and outcomes | |
| C. | Enhance opportunities to learn outside the classroom and in the wider community | |
| D. | Maintained good attendance, reduction in persistent absenteeism and fixed term exclusions | |
|  | ***Proposed outcomes 18-19*** | ***Success criteria 19-20*** |
| A. | Personalisation of learning | Personalised learning plans and effective target setting for individual’s next steps are embedded across the school. Analysis of progress toward targets met indicates that all children and young people are making good progress towards long term outcomes as defined in their EHCP alongside ambitious academic targets.  Gaps identified in U and A and writing are narrowed through intervention programmes coordinated by specialist English and Maths teachers. |
| B. | Communication, sensory, social and emotional needs affecting wellbeing and outcomes | Class teams have a better understanding and greater confidence to meet children’s’ sensory and communication needs.  Communication tools are used more consistently throughout the day  SEMH teachers work to support specific students with identified SEMH needs disseminating agreed and successful strategies and approaches with the staff as appropriate. |
| C. | Enhance opportunities to learn outside the classroom and in the wider community | All children have access to learning opportunities outside the classroom + /or in the wider community.  Children are involved in enhancing outdoor learning space.  Pupil and staff wellbeing are well supported through outdoor learning  Daily Mile to be rolled out across all KS1-3 classes once track installed |
| D. | Attendance levels are maintained (Improved for PP children). Fixed term exclusions decrease. |  |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | 19-20 | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will implementation be reviewed?** |
| A.  Personalisation of learning for all pupils | PLPs are embedded across the school for the whole academic year and can now be used to support AR process.  Positive Behaviour Support Plans implemented for all pupils alongside PLPs | Curriculum review throughout the year to support more personalised curriculum to better support achievement of progress towards long term outcomes and ensure that all children and young people are excellently prepared for the next stage of their lives. | Staff CPD. All staff involved in shaping and development of curriculum intent in EYFS, KS103, 14-19 pathway.  Further raise expectations and shift culture of school to reflect continued aspiration and ambition for the children | Executive Head Teacher, Head of School, SLT, Phase leaders, newly appointed ASD Lead, all staff. | Termly  Improvement plans an governors reports |
| B.  Communication, sensory, social and emotional needs affecting wellbeing and outcomes | Positive Behaviour Support plans capture the learning, communication and sensory preferences (where appropriate) for each child. Consistency of approach throughout the school day.  Children supported to develop awareness of self and self-management skills.  OT coffee mornings and workshops for parent.  Targeted CPD specifically on sensory needs for all staff | Further development of pedagogy to support the SEND of all children to ensure that they | Additional SALT and OT time to support communication and social interaction skills  Sharing of good practice  Specific CPD sessions  Monitoring of PBS plans by phase leaders, ASD lead, Behaviour mentors.  Measure impact of training sessions.  Consider buying in additional OT time. | Head of School  Leaders  ASD lead  Behaviour mentors | Termly  Improvement plans an governors reports |
| **Total budgeted cost** | | | | | £55,415 |

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| **Academic year** |  | | | | |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will implementation be reviewed?** |
| C. Enhance opportunities to learn outside the classroom and in the wider community | Project based approach across different physical locations and also within curriculum review.  Shelters  Development of unused space for pupils  Development of horticultural learning. | Improved wellbeing  Improved physical and mental health. Acquisition of skills for life | School improvement plans in all phases.  Specific action plans for LOTC  Children and young people to be actively involved in the development of projects. | SLT and phase leaders  Senior teachers and relevant working parties, including children and young people | Termly |
| D. Attendance levels are maintained (Improved for PP children). Fixed term exclusions decrease. | Monitoring attendance figures. Liaison with parents of students who fall between 90-95%  Robust monitoring of systems and procedures.  Involve EWO/Attendance Advisory for children falling at or below 90%. Fast track systems in place.  Attendance procedures robust  Additional support bought in through SEMH experts to support development fo strategies , skills and understanding to promote behaviour for learning | Gap between pp and non-PP pupils has widened by 0.8% over 2 years.  MLD cohort declining due to changing cohort and designation of school and also where more high profile challenging behaviour is | Allocated staff to record and monitor attendance alongside DSL team.  Safeguarding officer liaises with EWO to action and address persistent absenteeism.  Regular contact with parents when needed. Meetings held to discuss any issues or support that parents may need. Make appropriate referrals where necessary to relevant agencies to support families. | Head of School  DHT pastoral  DSL team  Admin team | Half- termly monitoring of regular attendance. Daily and weekly monitoring of high profile cases. |
| **Total budgeted cost** | | | | | SEMH specialist team £1800  Outdoor learning £15,000 |

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| **18-19 In school focus and review October 2019** | | |
| A. | Personalisation of learning to encompass both academic and holistic learning. | |
| B. | Consistency of teaching and learning: use of assessment information to ensure that teachers constantly adapt to the needs of all learners. | |
| C. | Communication, social and emotional needs affecting wellbeing and outcomes | |
| D. | Absence and persistent absence | |
| E. | Parental support for children’s’ learning | |
|  | ***Proposed outcomes 18-19*** | ***Success criteria 18-19*** |
| A. | Teachers set targets which challenge pupils to progress academically and in their communication, social and independence skills so that all pupils are better able to make towards long term outcomes through a series of small-step targets | Teachers begin to develop deeper understanding of individual pupil need and plan effectively.  All pupils make good progress towards academic and long term outcomes  Individually tailored interventions to address individual’s specific barriers  ( as captured in PLP, PPM) |
| B. | Good rates of progress overall and more specifically in writing and Number  with a particular focus on PP girls in KS3 and KS4. | Maintained consistent progress towards positive outcomes.  Improved progress for PP girls in KS3 and KS4. 18-19 analysis indicates that in Reading, Writing and Using and Applying, KS3 girls make similar rates of progress towards targets as boys . Data for Reading will not be collected until December 2019.  KS4 progress is now measured in terms of accreditation success rather than towards PIVAT targets, ( KS103) only. |
| C. | Improved communication and behaviour for learning. | All staff are skilled to respond to each students needs so that emerging issues relating to communication, behaviour, emotional and social skills are quickly addressed to minimise their impact on learning. |
| D. | Improved attendance is maintained. Persistent absence is reduced. | Whole school attendance is slightly above national expectations at 94% . However, for Pupil Premium pupils, overall attendance was only 90.9%.  Over the last 3 years there is a slightly downward trend for PP pupils as follows:   |  |  |  |  | | --- | --- | --- | --- | | Attendance | 16-17 | 17-18 | 18-19 | | PP | 91.5% | 91.2% | 90.9% | | Non-PP | 95.4% | 96.1% | 95.6% | | Differential | 3.9% | 4.9% | 4.7% |   Narrowing this gap remains a priority for the school.  The downward trend in fixed term exclusions continues in terms of the number of exclusions and total number of days lost to exclusion. The reduction in the number of exclusions is attributable in part to more the consistent approach and management of behavioural issues across the school. Whilst there has been a considerable reduction in the number of fixed term exclusions, it is notable that all students who were excluded are pupil premium students. 5 of these students have considerable SEMH needs and the school will accessing additional SEMH support through the EITS and PP funding for 2019-2020. |
| E. | Maintain parental attendance at Annual review meetings. Enhance opportunities for parents to engage with the school through coffee mornings and workshops (EITS) | Parents are better informed of their child’ progress beyond academic progress  Parents are enabled to be more actively involved in supporting their children. Parents have increased confidence in replicating techniques used in school to support learning at home.  Further enhancement of parental engagement remains a priority. |