Pupil premium best practice case study:
Woodfield Special School

Date: May 2016

Website: http://www.woodfield.brent.sch.uk

What are the key characteristics of this school?

Woodfield Special School is located in the Willesden cluster of the five Brent localities with postcodes NW2 and NW10 regarded as more deprived areas. Woodfield has 40.4% of pupils on roll living in these areas and the 30% of these pupils are FSM. The total number of FSM is 46%. There are five looked after children (CLA). Two of whom, were taken into care after a disclosure at Woodfield in 2014.

The school serves the LB Brent as the only special school for MLD/SLD/complex learners with only a small number of pupils being transported from neighbouring boroughs. The school caters for pupils between the age ranges 11 – 19 years (i.e. Key stages 3, 4 & 5). The Pupil: staff ratio 10:2.

Woodfield School was judged to be an outstanding school in 2008 and 2010 (last Ofsted). A recent Challenge Partner Review (April 2016) has confirmed that standards continue to be outstanding. In 2009, Woodfield was designated as a Sports College. This remains central to their ethos of using sports and physical activity as a vehicle to motivate and engage pupils, instil confidence and raise standards in the curriculum. Woodfield School became a converter academy on 1st April 2014. In March 2013, Woodfield was designated as a Teaching School. They remain committed to ITE through Schools Direct partnerships.

Woodfield increased its roll to 154 pupils in September 2015. The expansion, through a new build was to accommodate more SLD and complex need learners in class-based provision, as they move through the school.

Attainment on entry is in the range P5 to level NC3. Pupils are from a wide number of ethnic minority groups. Black African/ Caribbean forms the majority and only 14% are white British. There are 18 or more home languages in the school and 59% of the pupils are EAL. 100% of leavers in 2015 from KS4 and KS5 have moved onto destinations at local colleges.

Woodfield School provides a secure, enjoyable and stimulating place to learn, where pupils feel proud of what they have achieved. The vision statement is ‘Celebrating Success’. The school believes in being fair and consistent and that each pupil has the right to be listened to in a non-judgmental manner that values the individual. Celebrate is applied to every achievement, however small.

The school places a strong emphasis on behaviour for learning, increasing independence, preparing for adulthood and supporting the social, emotional and mental health of all pupils. The school is committed to increasing its responsiveness to early intervention, whilst providing pupils with a secondary & 6th form experience. The curriculum is practical and engaging and teachers have high expectations that challenge and meet the needs of pupils in
this multicultural school. The school aims to develop skills for independence in preparation for an active role in society and it maintains close contact with home, making parents and guardians welcome in school, enabling them to play a full part in the education of their children.

1. **What is the achievement profile of the pupils on roll who receive the Pupil Premium funding and how does this compare with the achievement of all pupils and non-Pupil Premium funded pupils at the school?**

Just under a third of pupils at Woodfield (51 pupils) are in receipt of PPG. This includes 43 Ever6 and 4 CLA. In 2015/16, this equated to additional funding of £47,805. For two post-16 pupils, payment is made directly to the families. This equates to £3,800.

Attainment on entry ranges from P5 to level NC3. There is no particular pattern for PPG pupils at the point of entry compared with other pupils in the school, because of individual special needs. Year on year the school can evidence that all pupils make outstanding progress from their starting points. The school has used the Progression Guidance and CASPA to demonstrate this. Since 2014, Woodfield has been developing the use of Classroom Monitor and its own Can Do statements to calculate and analyse progress. There is a model of expected progress being 6 points per year based on the Classroom Monitor model, and more than expected progress being greater than 6 points. The school is also part of the Brent/Harrow/Herts Special Schools Assessment project, and it is able to benchmark outcomes against similar schools.

In 2014/15 59 pupils (54% of the school roll) were in receipt of the PPG. Of these 4% of the school role were CLA in receipt of the PPG. In 2015/16 47 pupils (30.5% of the school roll) are in receipt of the PPG. Of these 2.6% are CLA in receipt of the PPG. PPG pupils make as good and sometimes better progress as non PPG pupils. In 2014/15 outcomes were:

<table>
<thead>
<tr>
<th>Expected and above progress %</th>
<th>Number</th>
<th>English</th>
<th>Maths</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil Premium</td>
<td>63</td>
<td>44</td>
<td>46</td>
<td>69</td>
</tr>
<tr>
<td>Non Pupil Premium</td>
<td>47</td>
<td>41</td>
<td>43</td>
<td>69</td>
</tr>
</tbody>
</table>

During 2015/16, the same trend of closing the gap appears to be continuing.
By the end of Spring Term 2016 Pupil Premium pupils’ achievement are expected to be in line with non-pupil premium in core subjects, and the school feels that there will be no gaps in achievement. Pupils in receipt of Premium funding achieved equally or within 2% of their counterpart, with the exceptions being a 7% deficit in Reading, and a 16% increase in Writing. Literacy remains an area of focus and the school is confident that this gap in reading will be closed by the end of Summer term.

2. What are the most effective features of leadership and management in closing gaps?

The Pupil Premium funding is dedicated to securing learners’ inclusion in and beyond the school, both now and in their future. Funds are dedicated to staffing intervention programmes, designed to overcome barriers to students’ reaching their academic, social and vocational potential. This includes investing resources for life skills development, including transport training.

PPG funding has been allocated to timetable key staff in planning, delivering and evaluating intervention programmes, to help close gaps in the students’ current and/or future achievement and inclusion.

Each term, pupils who receive Pupil Premium funding are reviewed by the Deputy head-teacher for SEN and Pastoral, and selected for one or more bespoke areas of support. This is monitored rigorously:

- By the end of the Spring term 2016 88% of pupils eligible for Pupil Premium funding have received one or more programmes of support.
- 48% of pupils have received 2 or more programmes of support.
- By the end of Summer Term 2-16 the school projects 100% of pupils eligible will have received programmes of personalised support, with 66% receiving 2 or more.

Woodfield is committed to ensuring that 100% pupils in receipt of Pupil premium funding receive one or more personalised programmes of support. There is a named Specialist Support Assistant who conducts the programme itself, and a named Therapist or Department Leader for oversight. All programmes are managed by a designated member of the Senior Leadership Team. For each PPG pupil there is an agreed plan for an intervention with the intended outcomes identified as success criteria.

3. What are the most effective features of the monitoring and evaluation of the progress of pupils receiving the PPG? The impact of the school’s provision? c. Expenditure?

- The total Pupil Premium Grant for 2014-15 was £59,990
- The total Pupil Premium Grant for 2015-16 is £47,805.

Previously information was shared through discussion in staff and professional meetings, target-setting days and the Annual Review. In September 2014 Woodfield has adopted the integrated working 'Learning Journey' format to share information. This is an innovative approach to individual planning and progress tracking using a software package. This is written in language that should be clear to staff, but beyond that to the families and children themselves. At the start of each programme the Learning Journey details the interventions focus, difficulties that the pupil is experiencing, and the targets for the child and adults to overcome these barriers. Each programme is reviewed at the end of each term, and pupil’s performance and outcomes are described, with recommendations and mechanisms for sustaining this progress.

Learning Journeys are shared with families at the start and end of each term, and ongoing discussion is welcomed. The school places a high value on co-productive dialogues and
developing personalised packages of support to meet individual needs. All staff should be aware of which pupils receive PPG funding and which intervention types are in place, and this is made accessible through each pupil's profile on the SEN Database, with a hyperlink to the Learning Journeys themselves, for ease of access.

The interventions on offer consist of:
- Developing Independence
- Emotional Wellbeing
- Mentoring
- Developing Literacy
- Behaviours for Learning

The school recognises that progress must be sustained beyond interventions, and teaching staff and families help support the pupil meeting their targets, so that their development can be generalised to other areas of life and learning. Consequently, each Learning Journey details adult targets which can include specific teachers, the parents or carers or the whole school to enhance development.

Progress is measured for the interventions in various ways. Each intervention is bespoke to a pupil's needs, and as such will have different targets and areas for focus. A baseline method is chosen by the therapist or Head of Department overseeing the programme. This will be specific to each area, and can include diagnostic tests, writing samples, measured exercises, assessment tests, self-evaluation checklists, observation, and detention data. To support comparison of data this assessment is quantifiable wherever possible, and is re-measured at the end of each term.

Examples of Learning Journey data tracking:
Outcomes are recorded in the Learning Journey, shared with staff and parents and aid evaluation of the pupil's development and the intervention itself. If progress is defined as impacting a pupil's inclusion, it needs to be graphically and simplistically visible to staff and parents. Interventions are designed with a strong commitment to targeting what will have meaningful impact rather than what can be easily measured, and the most important change in previous years has been in the pupil's day to day function and independence.

In September 2015, Provision Mapping (SIMs) software was introduced in addition to Learning Journey software. With the school's transition to Provision Map software, there has been increased opportunity for intervention programme's focus and approach to be coordinated with form tutors, teachers and families. This has led to collaborative forum discussions of approximately two and half hours at the start of each term. The forums exploring additional support engage the participation of intervention TAs and leads, tutors and the teaching team around a co-ordinated approach.

4. Teaching - What are the most effective features of teaching in ensuring PPG pupils achieve well, make good progress and gaps close?

Planning is the key to all pupils’ making outstanding progress. The school format ensures that planning is differentiated, taking into account the individual needs of pupils, and that TAs are deployed effectively to support individual needs. All teachers have very high expectations of pupils’ learning, and this is reflected in their subject specialist knowledge and planning, and the delivery in class. Pupils come to lessons expecting to learn. Classroom pedagogy is adapted to the needs of the three groups of learners in the school;
- higher attaining, vulnerable learners
- complex severe learning difficulties (lowest attainers)
- complex and challenging communication and interaction needs associated with ASD.
All staff are very well trained in the four areas of SEN and use appropriately adapted resources and techniques to support learning. Pupils know what they are going to learn through well shared lesson objectives, and the use of Can Do statements for each unit of work placed at the front of their books. Pupils are consistently helped to check against these statements what they have learned. The school has a highly developed and accessible model of sharing Can Do Statements with the pupils. Initiated by the PE specialists, it now underpins learning in all classrooms.

5. What features of the curriculum ensure that PPG pupils achieve well and make good progress so that gaps close?

Pupils follow a secondary model curriculum in KS3 and KS4. A spectrum of individualised programmes including motor skills, social skills and stories, targeted speech and language therapy, counselling and drama therapy support pupils’ inclusion and function within a secondary model.
Since 2012 a group of higher ability and independent year 9 pupils follow a transition pathway to a mainstream school in our Teaching School alliance. There is a very rich offer of SMSC activities which includes all pupils. The emphasis on PE & Sports and the Arts allows all pupils to flourish, regardless of their ability. Pupils participate in these activities with pride, joy and enthusiasm.

As stated previously, there is a suite of interventions for PPG pupils that enables them to achieve good Personal Development and provides them with the literacy and behaviour for learning tools that prepare them for learning well in class.

6. **Attitudes and behaviour – what are the most effective features of the school’s practice?**

Pupils in the school have a very strong ethic for learning and behaving well. They are very positive about what the school has to offer for them.

Transitions between lessons are exceptionally well managed, and the self-regulation of pupils is a marked feature of the school. No time is lost between lessons, and the pace of learning is strong because no time is wasted for settling in. Pupils are expected to be well-organised and to carry key equipment with them. Time is regularly built into lessons for personal reading and self and peer assessment.

The school’s behaviour policy underpins expectations in the classroom and pupils respond well to the system of rewards and sanctions.

All staff are very well trained in positive behaviour management techniques because of the needs of the pupils. There is a strong team working with pupils with the most challenging and complex behaviour needs. For these pupils there are well developed behaviour plans and risk assessments.

7. **What are the most effective strategies to engage PPG pupils’ parents and the contribution parental engagement makes towards closing the gap?**

With the introduction of Provision Map software (2015) and Learning Plans, tutors now directly report on Pupil Premium interventions at the start and the end of each programme. Pupil specific targets, strategies, staffing and review information are shared as well as a description of the provision each term. Staff are now also available during target-setting days and Parents Evening to develop communication with parents.

Areas of need are provided for by a SMART target, with details of the provision that the learner will access. These are shared with learners and families each term, and adapted in response to feedback. Plans are then shared with pupils, families and staff, and re-shared at the start of a new term, with comments a numerical score and details of next steps. This develops a picture of meaningful progress and provision to support each learner’s Annual Review.

8. **What next?**

In addition to the School SIP priorities, school leaders are keen to refine outcome statements through the use of person-centred tools and extending co-productive planning approaches. These can feed directly into the Learning Journey plans and support the annual review process.

The school are keen to extend support outside school with families at home; thereby extending the preparing for adulthood dialogue. This will support an increasing emphasis on life skills development.