

# Woodfield School Pupil Premium Strategy Statement 2020-21

Overview	
<b>School name</b>	Woodfield School
<b>Pupils in school</b>	186
<b>Proportion of disadvantaged pupils</b>	68 (37%)
<b>Pupil premium allocation this academic year</b>	£62,645
<b>Academic year or years covered by statement</b>	2020-21
<b>Publish date</b>	1 February 2021
<b>Review date</b>	1 February 2022
<b>Statement authorised by</b>	Nick Cooper - Headteacher
<b>Pupil premium lead</b>	Kaaran Prime – Deputy Headteacher
<b>Governor lead</b>	Jerry Meldrum

## Context:

The pupil premium is a grant given to schools to raise the attainment of eligible pupils and to close the attainment gap between these pupils and their peers. For the course of the academic year 2020-21, 68 pupils were eligible for the pupil premium funding.\*

The allocation of funding this year is going towards supporting the sensory, behavioural and emotional needs of our students. The pupil barriers to success outlined below have been identified as having a significant impact on attainment and have been formed as a result of discussions with parents, referrals from in-school professionals and teaching staff.

\* Funding based on 67 Year 7-11 students eligible for Free School Meals. 68 includes one looked after child (LAC), however the funding for this pupil has been allocated to the Virtual School for this year to implement academic support.

## Identified disadvantaged pupil barriers to success

1	Unidentified sensory processing needs, remaining focused and alert in lessons, lack of self-regulation
2	Stress and anxiety in a classroom environment
3	Challenging behaviour which requires additional input to whole-school behavioural strategies
4	Low levels of engagement, confidence, self-esteem and resilience.
5	Staff members' ability to identify social, emotional and behavioural barriers to learning and put appropriate interventions in place.
6	Other Identified issues where the school require additional support (eg; Cognitive Assessments, Dyslexia Assessments)

## Budget allocation:

Pupil Premium Funding amount for 2020-21 - £62,645

	<b>Intervention</b>	
1	Occupational Therapist employed for five days per week	£53,917
2	Yoga Instructor employed for 2hrs per week for 39 weeks	£4,680
3	Positive Behaviour Support (PBS) targeted interventions	£500
4	Mentoring sessions	£500
5	Training for PBS team and mentors	£2,500
6	Support from outside specialists to facilitate interventions for students with specific learning disabilities	£500

	Barrier to learning (What are the needs of our students at this point in time?)	Intervention	Desired Outcome	Person Responsible for implementation	Evidence of Impact rating based on EEF <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a>	Monitoring	Reporting to	Impact of the intervention	Cost	Further Information
1	Unidentified sensory processing needs, remaining focused and alert in lessons, lack of self-regulation	Occupational Therapist employed for five days per week	Implementation and monitoring of Zones of Regulation and Sensory Circuits	Sarah Isles	<b>Metacognition and self-regulation:</b> High impact on attainment for very low cost, based on extensive evidence	Case notes from interventions/ Meetings with Line Manager and Teaching staff/Behaviour Headline Report published each half-term/Feedback from parents/ Case Study	DBE	Students are reported to be remaining more focused and engaged in lessons, are familiar with and implementing Zones of Regulation strategies and are provided with targeted skill building programs to increase their independence where applicable	£53,917	<a href="#">WOODFIELD SCHOOL OCCUPATIONAL THERAPY 2020/2021</a>

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2	Stress and anxiety in a classroom environment	Yoga Instructor employed for 2hrs per week for 39 weeks	Majority of students have a half-term of Yoga practice with an experienced practitioner.	Jay Erlich	<b>Metacognition and self-regulation:</b> High impact on attainment for very low cost, based on extensive evidence	Case notes from interventions/ Meetings with Line Manager and Teaching staff/Behaviour Headline Report published each half-term/Feed back from parents/ Case Study	DBE	Students have experience in implementing calming strategies as well as being able to articulate how they are able to do this. Class teams able to implement this strategy where appropriate.	£4,680	

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3	Challenging behaviour which requires more input than whole-school behavioural strategies	Positive Behaviour Support targeted interventions	Rotating caseload of students identified by the PBS team with support from the Referral Team	Fahima Begum, Gavin Styles, Larisa Gharakhania	<b>Behaviour Interventions:</b> Moderate impact on attainment for moderate cost, based on extensive evidence	Case notes from interventions/ Meetings with Line Manager and Teaching staff/Behaviour Headline Report published each half-term/Feedback from parents	KPR	Reduced incidents of challenging behaviours and increased levels of attainment.	£2,500	<a href="#">Woodfield positive support behaviour team</a>

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4	Low levels of engagement, confidence, self-esteem and resilience.	Mentoring sessions	Rotating caseload of students identified by the Mentors with support from the Referral Team	Ivan Steele, Marcos Ferreira Dos Santos	<b>Mentoring:</b> Low impact on attainment for moderate cost, based on extensive evidence	Case notes from interventions/ Meetings with Line Manager and Teaching staff/Behaviour Headline Report published each half-term/Feed back from parents/ Case Study	DBE	Improvement in levels of engagement, confidence, self-esteem and resilience.	£500	<a href="#">Woodfield School Mentoring Program</a>

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5	Staff members' ability to identify SEMH and behavioural barriers to learning and put appropriate interventions in place.	Training for PBS team and Mentors	All staff in the PBS Team and Mentors attend relevant training to	Kaaran Prime/Debbie Beattie	n/a	Record of training attended/Case Studies	KPR/DBE	Students are benefitting from strategies/knowledge acquired during training sessions/courses	£500	

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6	Other Identified issues where the school require additional support (eg; Cognitive Assessments, Dyslexia Assessments)	Support from outside specialists to facilitate interventions for students with specific learning disabilities	Staff and therapy team working together to raise awareness of specific learning difficulties where outside help is needed to address.	Kaaran Prime/Debbie Beattie	n/a	Case Study	DBE	Interventions for students with specific learning disabilities have been successfully identified with appropriate provision put in place.	£500	