

Woodfield School Pupil Premium Strategy Statement 2021-22

Overview	
School name	Woodfield School
No. of pupils on role according to DfE pupil premium allocations 2021-22*	141
Proportion of disadvantaged pupils	78 (55.32%)
Pupil premium allocation this academic year	£74,490
Academic year or years covered by statement	2020-21
Publish date	1 February 2021
Review date	1 February 2022
Statement authorised by	Nick Cooper - Headteacher
Pupil premium lead	Kaaran Prime – Deputy Headteacher
Lead Governor	Jerome Meldrum

- <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022>

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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 2021-22, 78 pupils were eligible for the pupil premium funding*

School leaders are best placed to assess their pupils' needs and use the funding to improve attainment, drawing on evidence of effective practice. Pupil premium is not a personal budget for individual pupils and schools are not required to spend all of the allocated grant on eligible pupils.

In a general sense, students at Woodfield School have delayed expressive and receptive language skills. They also tend to struggle with attending to and engaging with traditional learning activities. In addition to this, people with special education needs are far less likely than their mainstream peers to successfully find meaningful employment at the end of their formal education.

Although there are a range of identified barriers to learning, we feel that it is important we seek out and create learning activities in the following areas over the next three years:

- social interaction leading to community engagement
- increasing levels of engagement, confidence, self-esteem and resilience.
- raising attainment in vocational education opportunities

Although these aims are inherent in what we do within normal curriculum time and budget, the pupil premium grant enables us to explore further vehicles of engagement that will help disadvantaged students at Woodfield School work towards independence.

Details rationale and cost effectiveness documents for the three most expensive interventions can be found in the appendices.

Unspent allocation:

£12, 916 of the allocated £74, 490 remained unspent due.....

* The funding allocation has the school population at 141, however the school population at the time of allocation was 186 pupils, so this needs to be investigated further.

Identified disadvantaged pupil barriers to success and budget allocation

Pupil Premium Funding amount for 2021-22 - £74,490

	Barrier to learning	Intervention	Spend	%
1	Levels of engagement, confidence, self-esteem and resilience	Upgrade of the sound system and audiovisual equipment in the Main Hall	£19,627	32%
2	Vocational education learning and work experience opportunities	Work Experience at Page's Stud Farm	£18,680	30%
3	Staff members' ability to pre-empt challenging behaviour and to effectively and safely diffuse challenging situations	Restrictive Physical Intervention Training for staff	£6,866	11%
4	Additional equipment for learning	Purchase of 10 laptop computers as a result of Covid 19 restrictions to use of ICT room	£6,468	11%
5	Increasing levels of engagement, confidence, self-esteem and resilience	Music equipment to be used for Performing Arts	£4,890	8%
6	Stress and anxiety in a classroom environment	Yoga Instructor employed for 2hrs per week for 39 weeks	£4,680	8%
7	Challenging behaviour which requires additional input to whole-school behavioural strategies	Positive Behaviour Support (PBS) targeted interventions	£297	0.5%
8	Low levels of engagement, confidence, self-esteem and resilience.	Mentoring sessions	£66	0.1%

Total spent £61,574
Total Allocation for 2021-22 £74,490

Unspent £12,916

Breakdown of allocation of funding for 2021-22

Intervention 1: Upgrade of the sound system and audiovisual equipment in the Main Hall	
Barrier to learning (What are the needs of our students at this point in time?)	Levels of engagement, confidence, self-esteem and resilience
Desired Outcome	Students and staff to make use of the new facilities starting from the 2022-23 academic year
Person Responsible for implementation	Kaaran Prime
Evidence of Impact rating based on Education Endowment Fund toolkit	Arts participation: Moderate impact for very low cost based on moderate evidence
Monitoring	Feedback from staff and students through discussions, surveys and progress reports
Reporting to	KPR
Impact of the intervention	Students' levels of engagement, confidence, self-esteem and resilience will increase as they participate in more Arts based performances.
Cost	£19,627
Further Information	Process document and training to be rolled out from September 2022 and see Appendix 1

Intervention 2: Work Experience at Page's Stud Farm	
Barrier to learning (What are the needs of our students at this point in time?)	Vocational education learning and work experience opportunities
Desired Outcome	KS4 and 5 students to have a minimum of 1x half-term of work experience on a working farm
Person Responsible for implementation	Deborah Wood
Evidence of Impact rating based on Education Endowment Fund toolkit	A relevant strand from the toolkit not available
Monitoring	Impact report (see Appendix 2), staff and student survey
Reporting to	DWO
Impact of the intervention	Students in bespoke pupils in work placements learning real life skills and gaining real work-based knowledge and experience.
Cost	£18,680
Further Information	See Appendix 2

Intervention 3: Restrictive Physical Intervention (RPI) training for staff	
Barrier to learning (What are the needs of our students at this point in time?)	Vocational education learning and work experience opportunities
Desired Outcome	2021-22 45 staff members who work with our most high profile students complete 1x day course. All teaching staff to have completed the 1x day training course by the end of the 2022-23 academic year
Person Responsible for implementation	Kaaran Prime
Evidence of Impact rating based on Education Endowment Fund toolkit	Behaviour interventions: Moderate impact for low cost based on limited evidence
Monitoring	Head Teacher Behaviour Headline Report
Reporting to	KPR
Impact of the intervention	All staff are confident in applying best practice restrictive physical intervention when required. Incidents of RPI reduce as a result of training
Cost	£6,866
Further Information	

Intervention 4: Purchase of 12 laptop computers as a result of Covid 19 restrictions to use of ICT room	
Barrier to learning (What are the needs of our students at this point in time?)	Additional ICT equipment not included in school equipment budget
Desired Outcome	This will enable learners to engage in computing lessons and access the computing curriculum
Person Responsible for implementation	Ruhul Ahmed
Evidence of Impact rating based on Education Endowment Fund toolkit	A relevant strand from the toolkit not available
Monitoring	Curriculum review will highlight how effective the purchase of laptops has been for the 2021-22 academic year
Reporting to	DWO
Impact of the intervention	All pupils will have an opportunity to access the curriculum and engage; pupils' progress and achieving termly targets/ milestones
Cost	£6,468
Further Information	See Appendix 3

Intervention 5: Music equipment to be used for Performing Arts	
Barrier to learning (What are the needs of our students at this point in time?)	Increasing levels of engagement, confidence, self-esteem and resilience
Desired Outcome	To resource the Music provision post Covid 19 pandemic
Person Responsible for implementation	Kaaran Prime
Evidence of Impact rating based on Education Endowment Fund toolkit	Arts participation: Moderate impact for very low cost based on moderate evidence
Monitoring	Feedback from staff and students through discussions, surveys and progress reports
Reporting to	KPR
Impact of the intervention	Students' levels of engagement, confidence, self-esteem and resilience will increase as they participate in Music performances
Cost	£4,890
Further Information	

Intervention 6: Yoga Instructor employed for 2hrs per week for 39 weeks	
Barrier to learning (What are the needs of our students at this point in time?)	Stress and anxiety in a classroom environment
Desired Outcome	Majority of students have a half-term of Yoga practice with an experienced practitioner.
Person Responsible for implementation	Jay Erlich
Evidence of Impact rating based on Education Endowment Fund toolkit	Metacognition and self-regulation: High impact on attainment for very low cost, based on extensive evidence
Monitoring	Case notes from interventions/ Meetings with Line Manager and Teaching staff/Behaviour Headline Report published each half-term/Feedback from parents/ Case Study
Reporting to	DBE
Impact of the intervention	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.
Cost	£4,680
Further Information	

Intervention 7: Positive Behaviour Support (PBS) targeted interventions	
Barrier to learning (What are the needs of our students at this point in time?)	Challenging behaviour which requires more input than whole-school behavioural strategies
Desired Outcome	Rotating caseload of students identified by the PBS team with support from the Referral Team
Person Responsible for implementation	Gavin Styles, Larisa Gharakhanian
Evidence of Impact rating based on Education Endowment Fund toolkit	Behaviour Interventions: Moderate impact on attainment for moderate cost, based on extensive evidence
Monitoring	Case notes from interventions/ Meetings with Line Manager and Teaching staff/Behaviour Headline Report published each half-term/Feedback from parents
Reporting to	KPR
Impact of the intervention	Reduced incidents of challenging behaviours and increased levels of attainment
Cost	£297
Further Information	

Intervention 8: Positive Behaviour Support (PBS) targeted interventions	
Barrier to learning (What are the needs of our students at this point in time?)	Low levels of engagement, confidence, self-esteem and resilience.
Desired Outcome	Rotating caseload of students identified by the Mentor with support from the Referral Team
Person Responsible for implementation	Marcos Ferreira Dos Santos
Evidence of Impact rating based on Education Endowment Fund toolkit	Mentoring: Low impact on attainment for moderate cost, based on extensive evidence
Monitoring	Case notes from interventions/ Meetings with Line Manager and Teaching staff/Behaviour Headline Report published each half-term/Feedback from parents/ Case Study
Reporting to	DMA
Impact of the intervention	Improvement in levels of engagement, confidence, self-esteem and resilience
Cost	£85
Further Information	

Appendix 1: Main Hall Sound System Upgrade:

Rationale and cost

Why now:

Pre-pandemic we had a functioning, albeit outdated sound system in the main hall. Over the last 18 months this has fallen into disrepair resulting in the current state of a patchwork speaker system offering only the ability to play YouTube clips through a pair of small computer speakers.

The sound system is used daily for lunchtime clubs, and we are looking to get back into live Drama and Music performance towards the end of this year and so need the system to match this target.

Who will benefit?

Lunchtime clubs (Wake and Shake): The current sound system is in daily use for students to choose songs to sing and dance along to.

PE Classes: The system has Bluetooth capabilities so staff will be able to use the main hall system to play music as they currently do in the gym.

Creative Arts Performances: Having a dedicated wireless mic system with a multimedia music player will ensure that students are provided with a real-world aspect to their performances. This is especially important to get going again since live performances have not been happening since the pandemic started.

Assemblies and Staff Training: Coming out of the pandemic, we can now look at delivering small group assemblies and staff training again. Opportunities for face-to-face discussions and feedback really enhance both assembly and training experiences. The upgraded system will ensure staff delivering will be able to make best use of multimedia facilities to do this.

Vocational Education/Work Experience: We currently have a 6th form work experience class aimed at giving students real-world music skills that will help them to access music courses when they move on to college. Having an updated system which mirrors equipment used at post-16 level will give our students the experience and confidence they need to apply for these courses.

What the new system will offer:

Security from breakage: The system will be enclosed in a lockable cabinet which will only be accessed by staff who have been trained in its use. A large part of why the current system fell into disrepair was damage caused by students pulling open the doors to the previous wooden cabinet, pressing buttons and pulling out wires. The new system is significantly more robust than what we currently have.

Up-to-date Wireless Microphone and Multimedia system: Going wireless negates the health and safety risk of staff and students tripping over cables. The mixing desk and multimedia player will enable students to learn how to operate a live performance audio desk.

The process

Kaaran Prime and Andrew Warren began discussions in October 2021 about how to upgrade the sound system in the hall. We thought it would be best to spec the job ourselves as we both have significant experience in setting up and running live performance sound systems. Due to our own work commitments, we found this project was getting pushed aside so decided it would be in the best interest of the school if we sought an external company to do this.

Two companies were sought to provide a quote on the job and I added a third quote based on like-for-like equipment purchases from the companies' quotes and estimated labour cost using employees/contractors known to Compass Learning Partnership.

Outcome:

Quote Comparison for upgrade of Main Hall Sound System				
Company	Service Sound	Briobolt	Internally Sourced	
Quote Received	17-Jan-22	3-Jan-22	8-Feb-22	
Total Quote	£14,929	£15,000	£16,307.08 *	
Criteria				Judgement
Detail of quotation	All equipment and labour detailed. Brand/specs provided for most equipment detailed. Includes custom built material	Generic quote which does not indicate specific equipment to be purchased	This is a like-for-like estimate based on Service Sound's quote. This does not include custom built housing for the equipment which will need to be sourced from another company.	Service Sound based on detail
Expertise	Service Sound installed the sound system at TVS and has a track record there of excellent service. He has been open to answering questions and providing advice throughout this process.	Briobolt provided a quote in a timely manner. We are unsure of this company's track record for completing similar work	Andrew Warren has vast experience setting up music studios and running live music events using similar sound systems we are looking to create	Service Sound based on experience, track record. Even with option 3, we couldn't guarantee the work would be completed in a timely manner
Value for Money	Equipment, a search online of similar equipment found that Service Sounds prices were more competitive than what we were able to source from our research	Briobolt did not provide an accurate picture of equipment they would be sourcing so it is difficult to establish value for money based on this.	£1000 more than the cheapest quote from Service Sound. Labour (internally sourced) is more competitive than the other two companies.	Service sound came out the most cost effective

Overall judgement:

Service Sound came out as the most cost effective, experienced company to complete this work. Briobolt was not considered past their quote as it wasn't detailed enough and we have no idea of their track record of carrying out work like this.

Internally sourced (we use our in-house expertise to complete this upgrade) did not work out as cost effective as either Service Sound or Briobolt. Another factor in choosing not to complete the work ourselves is our own work commitments preventing us from putting in the work needed to get this done effectively. We also weren't sure we could deliver on the finished product.

Budget considerations:

The budget used for this work will be taken from the Pupil Premium Grant 2021-22. This is on the basis that the purchase of this equipment will aid in providing activities that will help students overcome the following identified barriers to learning and progress:

- Expressive and receptive language skills
- Delayed and or limited social interaction skills
- Low self-esteem
- Work experience opportunities

Updated purchase:

The following equipment was sourced and installed by Pro-Tech solutions on the 5 May 2022 at a cost of £4,698.

- Pro Electric Large Venue Motorised Projector Screen 16:10 4060x2540
- Epson EB-L530U Projector

This was to replace the existing screen which had been damaged and had to be removed and the older projector. We were having problems sourcing a new bulb for the projector and decided it was best to purchase a new one which does not require replaceable bulbs to operate.

We felt this purchase was necessary and supports the overall rationale of upgrading the main hall for the benefit of all students.

Appendix 2: Page's Stud Farm

Cost effectiveness and Impact information

External Vocational education value for money document and comparison to previous offer and similar facilities:

Page's Stud Farm skills centre	College day: Previous offer
<p>Price per pupil: £35 per day Current overall annual cost: £74.720 Up to 30 pupils per day Currently sending 55-60 pupils weekly 1 day a week for 38 weeks.</p>	<p>Price per pupils: Overall annual cost: CNWL: £10,000 Harrow: £18,000 1 day a week for 2 groups (10 pupils each)- 1 to Harrow and 1 to CNWL.</p>
<p>Offer (current)</p> <p>Horticulture: Growing project with selling produce at the farmers market in St Albans once produce has been grown with profits going back into the growing projects going forward. All aspects of horticulture, seed to plant, seasonality,</p> <p>Animal Care: All aspects of animal care including small medical procedures-goats, pigs, horses, alpacas, meercats, lambs, donkeys, rabbits, cats (cattery), ferrets. Farriering and work shadowing a vet when on site. Alpaca walking</p> <p>Chickens and egg company: All aspects of chicken care, including collection and sorting and cleaning of eggs, boxing, Stock keeping, money counting.</p> <p>Site maintenance: Carpentry, plumbing, paving, roofing, repairs, building, general site duties.</p>	<p>Offer was:</p> <p>Harrow: Art: Pupils would take part in Art lessons. Be part of the college environment on that day.</p> <p>CNWL: Carpentry: A group of boys attending carpentry lessons with a trained carpentry teacher. Small woodwork tasks. Being part of a college environment.</p>
<p>Possible future offers available: Farm shop. Farm tea rooms. Leading on the Alpaca walking Leading on and running Farm Experience days. Farm foods stall at St Albans Market Discussions with Brent regarding a farm foods stall outside the civic centre. (This has been agreed in principle)</p>	<p>NA</p>

<p>Business need/Outcome for pupils:</p> <p>We need pupils in work placements learning real life skills and gaining real work-based knowledge and experience. We need bespoke programmes for our pupils that not only gives them the above but also focusses on their soft skills, independence and self-esteem and confidence. It is important for our pupils to be taught these work skills in an environment that is a real-life work situation and not a simulation of work.</p> <p>We also need our pupils to be able to carry out placements in their chosen field or gain experiences in areas in which interest and excites them (lifestyle)</p>	<p>Business need/Outcome for pupils:</p> <p>We need pupils in work placements learning real life skills and gaining real work-based knowledge and experience. We need bespoke programmes for our pupils that not only gives them the above but also focusses on their soft skills, independence and self-esteem and confidence. It is important for our pupils to be taught these work skills in an environment that is a real-life work situation and not a simulation of work.</p> <p>We also need our pupils to be able to carry out placements in their chosen field or gain experiences in areas in which interest and excites them (lifestyle)</p>
<p>Recommendation: To continue with the farm and continue to work with them to develop the offer further.</p>	<p>Recommendation: To not revert back to college days.</p>
<p>Reasoning: There is no comparable offer. This has been developed for our pupils. We can send the majority of a key stage at the same time and still ensure adequate staffing, safeguarding and supervision. This offer meets the business needs and outcomes for pupils. Please also see case studies on pupil impact.</p> <p>Similar opportunities to Pages Farm Skills Centre Capel Manor: 2 weeks, 1 pupil. Mainstream only Kentish town city farm: Possible SEN placements- Currently suspended so could not get any costing information Dean city farm: Long term experience opportunities- Only on an individual basis.</p>	<p>Reasoning: This offer does not meet the business needs or outcomes for pupils.</p>

Costings:

VALUE FOR MONEY CHECKLIST: PAGE'S STUD FARM SKILLS CENTRE.	
Question	Completed?
Are the goods/services competitively priced?	No comparison to be able to make a conclusion, however same pricing for Red Brick Café.
Does the quality of the goods/services meet the school's needs, and has this been measured against an alternative provider?	Yes. No alternative provider
Does the provider's range of services meet the school's needs?	Yes
Is the supplier known to the school as being reliable, either through first-hand experience or through recommendations by others?	Yes
Is the product/service so unique that there are no alternative providers?	Yes
Have long-term sustainability issues been considered?	Yes
Has the support provided by the supplier, and the supplier's responsiveness, been considered?	Yes
Have procurement processes, as set out in the financial regulations, been followed?	Yes

Vocational and lifestyle Placements **Overview and Impact document**



At Woodfield School, we are extremely passionate about getting our young people prepared for adulthood. Part of this is to ensure our pupils have the skills and knowledge to support them in gaining employment. This may look different for each of our pupils. This may be in the form of: Independent paid employment; supported employment or volunteering. We fervently believe that all our pupils have something special to offer and that they are capable of becoming valued members of society. In order to prepare them, we offer a wide range of weekly work placements to all our pupils in KS4 and 5. They have a dedicated day, timetabled in which they go to work, not school. We currently run 17 options. Pupils choose which area they want to work, following an aspirations audit at the end of year 9. The offer is ever changing, and we respond to pupil voice and aspirations as much as we can. Pupils have the opportunity to try placements and ask to swap into different placements if they should so wish. Pupils have specifically requested and come up with ideas for possible placements and we have accommodated these wherever possible. Our pupils are not only learning basic skills in a specific area but more importantly, those soft skills needed to support in adult life and were applicable, into future employment.

Preparation for work

We currently have all pupils in KS4&5 in weekly work placements or work-related learning

KS4:

Placement	Pupil numbers
Site maintenance (external on Pages Farm)	9
Animal Care and Cattery (external on Pages Farm)	10
Horticulture (external on Pages Farm)	5
The eggs business (external on Pages Farm)	4
Catering and hospitality	11
Health and Beauty	5
Media	10
Fashion design ks4&5	2
TA (Village School/ Woodfield KS3)	1
Wash me up: Valeting business	3

KS5:

Placement	Pupil numbers
Site maintenance (external on Pages Farm)	7
Animal Care and Cattery (external on Pages Farm)	6
Horticulture (external on Pages Farm)	3
The eggs business (external on Pages Farm)	5
Red Brick Café (external) KS4&5	5
Sufra food bank and community gardens (external) KS4&5	3
Catering and hospitality	6
Health and Beauty	5
Media	5
Sports leaders and sport leadership awards	3
Music and the development of Radio Woodfield	8
Librarian	2
Administration	1

1 pupil- 2 day placement as part of his personalised curriculum:

Plumbing (External)	1
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3 pupils have a personalised programme:

Personalised programme of carrying out jobs, development of following instructions, extra support with SEMH and behaviours.	3
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Soft Skills being learnt through Vocational Education

Listening <ul style="list-style-type: none"> • Negotiation • Nonverbal communication • Persuasion • Personal Presentation • Communicating with unfamiliar people • Social skills 	<ul style="list-style-type: none"> • Motivation • Organisational skills • Perseverance • Persistence • Planning • Reliability • Respect
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<ul style="list-style-type: none"> • Verbal communication • Visual communication • Dedication • Dependability • Following direction • Independence • Meeting deadlines • Team building • Teamwork 	<ul style="list-style-type: none"> • Resilience • Self-directed • Staying on task • Time management • Accepting feedback • Collaboration • Dealing with difficult situations • Empathy • Self-awareness • Social skills
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How do we measure impact?



We measure the impact of vocational education through a range of means. Case studies, Preparation for Adulthood (PFA) milestones which include Vocational education, Myself, skills builder, community and independence (through Evidence for Learning which was new to us: December 2021)).

As the pupils' EHCP and Preparation for Adulthood (PFA) outcomes are at the heart of our curriculum, we also ensure that these are worked on during Vocational education which is fed into our assessment system and reported on during annual reviews, parents' evenings and PLP days.

PFA:

Employability: Pupils are taught specific work-related skills as well as all the soft skills needed when entering the workforce. The soft skills list is below.

For pupils in which formal employment is not the main goal, the development of soft skills is essential to support them to be active members of society.



Participation in Society: The ability to interact and behave appropriately in society is vitally important to our pupils. As is the ability to communicate with unfamiliar people. On the farm, the pupils are encouraged to act appropriately, politely and respectfully. Yes, we do this in school daily as well as in our community visits but the opportunity to generalise these skills in a range of settings is paramount. The real-life situations the pupil face at the farm gives them various opportunities to practise their social interaction skills with one another which will benefit them greatly in the future.

Independence: Pupils on work placements are treated as employees, not school children. They are given many opportunities to be independent and make decisions for themselves, as well as supporting one another to carry out tasks independently. The pupils are given responsibilities and supported to problem solve any issues themselves or with their peers. They are all encouraged to be independent thinkers.



Health: The farm is a wonderful place to promote health and healthy lifestyles. Pupils do at least 15,000 steps whilst on the farm (measured with a pedometer). All jobs on the farm are physical and we have seen an increase in pupils' stamina on the farm. Occupational therapy is worked on through the development of their fine and gross motor skills. The farm is also a wonderful place to support

pupils SEMH, through animal and horticultural therapies. The farm will soon receive their care farm status and so these therapies can be formalised. Communication outcomes related to their speech and language are worked on.

Case Studies:

JW:



JW has severe ADHD. He struggles to stay still and focus for extended periods of time. Due to his other SENs, he also struggles with following instructions,

Class report that he can only focus on a task for a maximum of 10 minutes. JW also struggles with challenging behaviours in school

When JW started on the farm he would wander off frequently, shout at the animals and find it very difficult to attend to the tasks given. He would also abandon tasks quickly and try to wander into the fields.

After the first 2 visits, this started to settle down.



JW excels on the farm. The challenging behaviours he displays in the classroom are rarely, if ever, seen on the farm and he is very gentle and caring with the animals.

He has taken on a leadership role and supports his peers to carry out tasks as well as assigning tasks given by Nathalie (The farm owner and animal care trainer)

He is now able to follow instructions, stay on task for the major portion of the day and complete tasks with a high level of accuracy. He works as part of a team and helps to teach his peers about the correct way to handle animals and how to behave around them, including the importance of being calm and quiet.

He is now using his own initiative e.g, telling Nathalie that it is time to feed the animals or letting Nathalie know that he is doing the water (for hand washing) He has recently, due to the arrival of a new baby goat, taken on more responsibility and cares for her as well as teaching others how to change her winter clothes and nappy.

He is developing invaluable soft skills such as, but not limited to: social interaction; communication and language skills; flexibility; problem solving; teamwork; tolerance of change and uncertainty, leadership skills; independence; attitude and attention to detail.

Quote from JW's class teacher: *he is enjoying his time at the farm and displays no challenging behaviours. He told me last week that the animals make him feel calm and that he would like Mr Cooper to buy a goat for the school so in his words 'he always behaves'.*

WM



WM is in year 13. His future aspiration is to work in Animal Care. On the farm he is a massive asset to all. As well as paying excellent attention to what he is being taught, WM also supports and mentors his peers to learn the skills needed as well as being extremely supportive, always giving encouragement and praise. WM's soft skills are being

developed well and his communication and conversational skills have improved greatly. He presents as a much more confident young man. As he is doing well with basic animal tasks, Nathalie has been teaching him some small medical techniques to help one of the ducks that has an abscess on its foot. He wants to continue with his learning on the farm and has been told by Nathalie that once he receives the qualifications, she will take him on as an apprentice.

WM is learning vital hard skills for his field of chosen work.

He is hoping to attend Compass Futures, our post 19 provision, to continue his course.

IND



IND has been working in the animal care group. Before she attended the farm, IND would become very anxious when interacting with peers. She would remain very passive and quiet, lacking the confidence in her own ideas and abilities to contribute. IND would avoid conversation and eye contact. When asked to follow an instruction she would become very nervous and ask for reassurance repeatedly. IND was also very scared of animals.

Since working in the group, IND has made incredible progress in all the above areas. She has become incredibly confident in her interactions with peers. She is now able to give instructions in a louder voice while making eye contact. She is able to ask and answer questions and contribute her ideas more freely. IND seeks less reassurance and has learnt to give praise to others and herself. IND now says, 'I am proud of myself, I can do it, I'll hold my head up high'. She has lost her fear of animals and has said 'I'm proud and happy because I faced my fear'. IND's social, emotional and mental health along with her confidence and self-esteem have benefited enormously from this experience.

HG:

Since working in the animal care group, HG has made progress in the following areas;



HG

is now speaking more clearly and confidently in fuller sentences. He has learnt to answer questions about the task he is doing (explaining what and why he is doing it). He is now able to give simple instructions to his peers and can model how to do a familiar task when asked. He works well in a team and no longer says 'no' when he is nervous to try something new.

HG can remember the sequence within familiar tasks. He can count and retrieve the correct tools for the job with minimal support. HG's gross and fine motor skills have improved. He able to use tools such as a pitchfork safely and accurately and can balance better when working.

HG had a huge fear of animals before he started in the group. He was reluctant to go near any animals and would not touch them at first. Now he is really confident and will stroke, groom and feed animals

Teachers progress statements from The Farm

M has made excellent progress in his work placement on the farm, he can now, with very little support, collect the eggs, package and count them and then take them to the collection point. Afterwards he works on organising all of the baked goods that have been donated for the animals. He takes pride in his work and his confidence shines when doing his job. He has developed his ability to follow verbal instructions of more than 2 parts. His communication with his peers and the farm workers has improved. We are seeing this improvement in confidence and communication in school as well as when we go into the community.

S, R and A are largely independent on the farm, carrying out a wide range of tasks including being trusted to take care of the cattery (which houses cats that people pay to be looked after by the farm)

F is starting to praise people for doing their jobs and also getting cross when people don't do the job properly, including telling Nathalie what she wants her to do. Her communication skills have developed wonderfully as has her confidence. She is now able to work independently on a familiar task on the farm and carries out her job to a good standard.
Encouraging one another.

BS: No longer talking over people, not arguing the point, letting others help him, acknowledging when he is wrong and admitting when he is struggling and seeking help. Not interrupting people.

H: Confidence, eye contact, his physical mobility, works with others and communication, humour. He now does jokes on the farm. His speech has become so much clearer, following instruction, developed his understanding, Will articulate why he may be reluctant to do a task. Speaking in full sentences. Default is No but now will explain why and then give it a try.

He was looking at the animals and smiling and Nathalie asked him what he was thinking, and he said "loved"

2 goats were at the same bucket and knocking heads and he shouted "No Fighting"

He is now interacting with unfamiliar people. In class he now initiates conversations, saying "Good morning, what is today?" His speech has developed enormously. He is now able to hold simple conversations. He welcomes clients to the cattery and checks the cats in with support.

JSH:

JSH was very reluctant when we first started. He didn't want to do any of the jobs, Disruptive, disengaged. Now, he follows instructions. He can carry out tasks independently, gets on with the job, calmer, more engaged, questioning and challenging less, wants to please and get recognition for what he does. Checks in with Nathalie regularly to make sure he is doing his job properly. Seeking feedback. He does not display his anxiety driven behaviours on the farm All his conversations are work related and relevant to the situation. He has made wonderful progress and is a true asset to the running of the farm.

Impact testimonial from Nathalie (farm owner and trainer) on the farm

When they arrived, day 1, they all just fell out of the bus, pushing each other, didn't want to go into the field, didn't want to go near the animals. Some were really lacking in confidence. The pupils just wanted to wander off. For example, D, I and H just looked at their feet, wouldn't talk, wouldn't engage and cried when going near the animals. Many at first had a fear of the animals as these were not the usual animals they would encounter in their daily lives. Some were afraid of getting dirty.

Through learning specific skills and routines, the change in many of the pupils is immense and all the pupils have made excellent progress against where they started. Their confidence has developed so well; pupils are no longer afraid of any of the animals, and it is absolutely brilliant the way they work together. They all enjoy working. They have become very good at helping each other. Many pupils now prefer to work as a team, get the job done and they hold others to account for their role. We are responding to the way they want to work. They want to be, and we do, treat them like adults and support the pupils to understand that they can do anything they put their mind to whilst on the farm. Many started with us with an I can't do attitude and now the vast majority have an I can attitude, understanding that having different needs is a reason, not an excuse and first we try and then try again. Of course, if a skill is beyond them at that point, we adjust the tasks accordingly so they can still succeed. Pupils are sorting things out for themselves e.g. Pathway 2 pupils problem solve and discuss ways around issues with little input from the staff and then help pathway 1 pupils to do the same. Pupils have developed their respect for others, pupils manners have developed beautifully.

Pupils are now:

- Using reasoning (with other pupils as well as staff)
- Supporting those who need more help
- Using their own initiative
- Let the pupils think for themselves
- Self-correcting with support through coaching techniques
- Take responsibility for others
- Developed and keep developing their leadership skills

Some of the pathway 2 pupils have learnt team management skills

Learning to be calm

No longer has to tell them how they work with the animals

Pupils in animal care have buddied up with chickens to teach them about

Empathy for each other

Empathy for the animals

Appendix 3: Purchase of 12 laptop computers

Project/Programme Details

Project/Programme Name	Computing WF- laptops		
Project/Programme Manager	Ruhul Ahmed		
Group	KS3, KS4 and KS5		
Start Date	18/1121	Project No.	1

Document Details

Document Ref		Version No.	
Status	Approved/Draft	Approved by	
Issued Date		Last Update Date	

Background

To deliver the computing curriculum pupils will need access to PCs and laptops. As we only have one ICT suite with 8 computers in WF2, we require additional laptops to ensure that all pupils have access to a device. Also, in WF1 (The Lodge) we do not have an ICT suite and require a set (10) of laptops be made available for teachers to deliver computing lessons.

Scope

This will enable learners to engage in computing lessons and access the computing curriculum. Computing is one of the most fundamentally cross curricular subject areas in education. It's about using technology, logic, creativity and computational thinking to solve problems that cross all subjects, and therefore having laptops available for learners to use them across other subjects is essential.

Objectives

All learners should study an ambitious curriculum that is rich in both knowledge and skills and offers suitable progression across the school.

Options

1. *Install more ports in room 8 to have more PCs.*
2. *Have a set of laptops in WF1 and WF2 plus the one ICT suite with 8 PCs*
3. *Have a set of (10) laptops in WF1 and 2 laptops in Room 8 to complete a set of 10 devices for learners to use.*

Proposed Solution

Have a set of (10) laptops in WF1 and 2 laptops in Room 8 to complete a set of 10 devices for learners to use.

Benefits

The primary benefits of this project will be the delivery of computing curriculum effectively by teachers. All pupils will have an opportunity to access the curriculum and engage; pupils' progress and achieving termly targets/ milestones. In addition, the proposed action is also cost effective and caters for the current setup in the school.

Risks

A key risk that was identified was the safety of the laptops, laptops being damaged or lost. This risk will be managed by having a mobile trolley which will keep the laptops safe and secure.

Dependencies

Affordability

*This project will require finance to purchase 12 laptops at the price of £539.00 each.
The money will be taken from the Pupil Premium Allocation and so a full impact statement will be made available.*