

# Woodfield School Pupil Premium Strategy Statement 2022-23

School Overview	
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	84 (60.4%)
Academic year or years covered by statement	2022-23
Date this statement was published	1 February 2023
Date on which it will be reviewed	1 December 2023
Statement authorised by	Nick Cooper - Headteacher
Pupil premium lead	Kaaran Prime – Deputy Headteacher
Governor / Trustee lead	Helena Morris – Chair of Governors
Funding Overview	
Pupil premium funding allocation this academic year	£82,740
Recovery premium funding allocation this academic year	£0
<b>Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)</b>  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	To be determined
<b>Total budget for this 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	£82,740 (carry over to be determined)

# The Pupil Premium Grant (PPG) Rationale – 2022-23

## The Pupil Premium Grant (PPG) - What is it?

The Pupil Premium Grant is allocated to schools for the purpose of raising the educational attainment of eligible disadvantaged pupils of all abilities to help them reach their potential.

In order to ensure that the grant is spent effectively, schools must adhere to the menu of approaches as outlined in the DfE guidance [Using pupil premium: guidance for school leaders – March 2022](#).

In short, this means that funds must be used to support strategies around **high-quality teaching** (eg; professional development on evidence-based approaches), **targeted academic support** (eg; interventions to support language development, literacy, and numeracy) and **wider support strategies** (eg; Supporting pupils' social, emotional and behavioural needs, Extracurricular activities, including sports, outdoor activities, arts, culture and trips)

## What is our three-year strategy?

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

As a result, we feel that it is essential that we seek out and create learning activities that will help all students to develop in these areas.

Therefore, Woodfield School's three-year pupil premium strategy is centred around providing activities and resources that will help to:

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

These barriers to success have been identified through analysing all students' Educational Health Care Plans, discussions with parents, and suggestions from in-school professionals and teaching staff.

Although these three 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.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

	<b>Challenges</b>	<b>Intervention</b>	<b>Spend</b>	<b>%</b>
<b>1</b>	Vocational education learning and work experience opportunities	<b>Work experience on Page's Stud Farm</b>	£20,000	24%
<b>2</b>	Low levels of engagement, confidence, self-esteem and resilience.	<b>Upgrade of Main Hall to facilitate Rebound Therapy and Performing Arts Program</b>	£15,000	18%
<b>3</b>	Low levels of engagement, confidence, self-esteem and resilience.	<b>Rebound Therapy Equipment for PE Curriculum</b>	£13,250	16%
<b>4</b>	Low levels of engagement, confidence, self-esteem and resilience.	<b>Outdoor Gym Equipment</b>	£10,250	12%
<b>5</b>	Stress and anxiety in a classroom environment	<b>Yoga Instructor (2hrs per week for 39 weeks)</b>	£6,840	8%
<b>6</b>	Other identified issues where students would benefit from external support (eg; PBS Training, Dyslexia Assessments, Specialised Equipment)	<b>Talking therapist (3hrs per week for 22 weeks)</b>	£4,290	5%
<b>7</b>	Low levels of engagement, confidence, self-esteem and resilience.	<b>Library upgrade (after asbestos removal)</b>	£4,177	5%
<b>8</b>	Challenging behaviour which requires more input than whole-school behavioural strategies	<b>Restrictive Physical Intervention (RPI) Training for staff</b>	£2,994	4%
<b>9</b>	Low levels of engagement, confidence, self-esteem and resilience.	<b>KS3/4 Curriculum Field Trips (14x classes)</b>	£2,800	3%
<b>10</b>	Low levels of engagement, confidence, self-esteem and resilience.	<b>Postural Support and Sensory Circuit Equipment</b>	£1,779	2%
<b>11</b>	Other identified issues where students would benefit from external support (eg; PBS Training, Dyslexia Assessments, Specialised Equipment)	<b>Specialised equipment for Visually/Hearing Impaired students</b>	£860	1%
<b>12</b>	Low levels of engagement, confidence, self-esteem and resilience.	<b>Mentoring sessions</b>	£500	1%

Total £82,740 100%  
 Remainder £0

## Rationale and cost of each intervention:

<b>Intervention 1: Work Experience at Page's Stud Farm</b>	
<b>Barrier to learning</b> <i>(What are the needs of our students at this point in time?)</i>	Vocational education learning and work experience opportunities
<b>Desired Outcome</b>	KS4 students to have a minimum of 1x half-term of work experience on a working farm
<b>Person Responsible for implementation</b>	Deborah Wood
<a href="#">Evidence of Impact rating based on Education Endowment Fund toolkit</a>	<b>A relevant strand from the toolkit not available</b>
<b>Monitoring</b>	Impact report available Sep 2023
<b>Reporting to</b>	DWO
<b>Impact of the intervention</b>	Students in bespoke pupils in work placements learning real life skills and gaining real work-based knowledge and experience.
<b>Cost</b>	£20,000
<b>Further Information</b>	

<b>Intervention 2: Upgrade of Main Hall to facilitate Rebound Therapy and Performing Arts Programs</b>	
<b>Barrier to learning</b> <i>(What are the needs of our students at this point in time?)</i>	Low levels of engagement, confidence, self-esteem and resilience
<b>Desired Outcome</b>	Students and staff to make use of the new facilities starting from the 2022-23 academic year
<b>Person Responsible for implementation</b>	Kaaran Prime
<a href="#">Evidence of Impact rating based on Education Endowment Fund toolkit</a>	<b>Arts participation:</b> Moderate impact for very low cost based on moderate evidence
<b>Monitoring</b>	Feedback from staff and students through discussions, surveys and progress reports
<b>Reporting to</b>	KPR
<b>Impact of the intervention</b>	Students' levels of engagement, confidence, self-esteem and resilience will increase as they participate in targeted Rebound Therapy in PE and additional Arts based performances.
<b>Cost</b>	£15,000
<b>Further Information</b>	

<b>Intervention 3: Rebound Therapy Equipment for PE Curriculum</b>	
<b>Barrier to learning</b> <i>(What are the needs of our students at this point in time?)</i>	Low levels of engagement, confidence, self-esteem and resilience
<b>Desired Outcome</b>	Students with sensory processing difficulties are able to participate in activities that will facilitate movement, promote balance, relaxation, sensory integration, improve fitness and exercise tolerance, and improve communication skills.
<b>Person Responsible for implementation</b>	Mike Mellor/Anchalee Lim-Chawalit
<a href="#">Evidence of Impact rating based on Education Endowment Fund toolkit</a>	<b>A relevant strand from the toolkit not available</b>
<b>Monitoring</b>	PE progress reports, EHCP progress reports
<b>Reporting to</b>	MME/ALI
<b>Impact of the intervention</b>	Selected pupils will have an opportunity to access the Rebound Therapy curriculum with an eye to develop our provision for students with sensory processing difficulties in the coming years.
<b>Cost</b>	£13,250
<b>Further Information</b>	

<b>Intervention 4: Outdoor Gym Equipment</b>	
<b>Barrier to learning</b> <i>(What are the needs of our students at this point in time?)</i>	Low levels of engagement, confidence, self-esteem and resilience
<b>Desired Outcome</b>	To provide an additional resource for PE lessons. Giving form tutors another option for a regulation activity and to provide meaningful breaktime/lunchtime fitness activities.
<b>Person Responsible for implementation</b>	Kaaran Prime / James King
<a href="#">Evidence of Impact rating based on Education Endowment Fund toolkit</a>	<b>Physical Activity:</b> Low impact for very low cost based on moderate evidence.
<b>Monitoring</b>	PE progress reports, EHCP progress reports
<b>Reporting to</b>	KPR/MME/ALI/JOD/SDE
<b>Impact of the intervention</b>	All students to physically benefit from this resource, increase in confidence and resilience
<b>Cost</b>	£10,250
<b>Further Information</b>	

<b>Intervention 5: Yoga Instructor employed for 2hrs per week for 39 weeks</b>	
<b>Barrier to learning</b> <i>(What are the needs of our students at this point in time?)</i>	Stress and anxiety in a classroom environment
<b>Desired Outcome</b>	Majority of students have a half-term of Yoga practice with an experienced practitioner.
<b>Person Responsible for implementation</b>	Jay Erlich (Yoga Instructor)
<a href="#">Evidence of Impact rating based on Education Endowment Fund toolkit</a>	<b>Metacognition and self-regulation:</b> High impact on attainment for very low cost, based on extensive evidence
<b>Monitoring</b>	Case notes from interventions/ Meetings with Line Manager and Teaching staff/Behaviour Headline Report published each half-term/Feedback from parents/ Case Study
<b>Reporting to</b>	ISL
<b>Impact of the intervention</b>	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.
<b>Cost</b>	£6,840
<b>Further Information</b>	

<b>Intervention 6: Talking Therapist (3hrs per week for 22 weeks)</b>	
<b>Barrier to learning</b> <i>(What are the needs of our students at this point in time?)</i>	Low levels of engagement, confidence, self-esteem and resilience
<b>Desired Outcome</b>	Students who would benefit from talking therapy are able to access 1:1 sessions with a qualified therapist
<b>Person Responsible for implementation</b>	Sarah Isles
<a href="#">Evidence of Impact rating based on Education Endowment Fund toolkit</a>	<b>Metacognition and self-regulation:</b> High impact on attainment for very low cost, based on extensive evidence
<b>Monitoring</b>	Case notes from therapy sessions/ Meetings with Line Manager and Teaching staff//Feedback from parents/Case Studies
<b>Reporting to</b>	ISL
<b>Impact of the intervention</b>	The mental health and well-being of students most in need of this type of therapy will be supported in a timely manner.
<b>Cost</b>	£4,290
<b>Further Information</b>	

<b>Intervention 7: Library upgrade (after asbestos removal)</b>	
<b>Barrier to learning</b> <i>(What are the needs of our students at this point in time?)</i>	Low levels of engagement, confidence, self-esteem and resilience
<b>Desired Outcome</b>	Students to benefit from stand-alone library sessions in form groups. Increase in options for lunchtime clubs. Additional learning space for small groups added.
<b>Person Responsible for implementation</b>	Deborah Wood
<a href="#">Evidence of Impact rating based on Education Endowment Fund toolkit</a>	<b>A relevant strand from the toolkit not available</b>
<b>Monitoring</b>	Feedback from staff and students through discussions, surveys and progress reports
<b>Reporting to</b>	DWO
<b>Impact of the intervention</b>	Review of library provision by DWO by December 2023
<b>Cost</b>	£4,177
<b>Further Information</b>	

<b>Intervention 8: Restrictive Physical Intervention (RPI) training for staff</b>	
<b>Barrier to learning</b> <i>(What are the needs of our students at this point in time?)</i>	Challenging behaviour which requires more input than whole-school behavioural strategies
<b>Desired Outcome</b>	45 staff members to complete 1x day course. All teaching staff to have completed the 1x day training course by the end of the 2022-23 academic year
<b>Person Responsible for implementation</b>	Kaaran Prime
<a href="#">Evidence of Impact rating based on Education Endowment Fund toolkit</a>	<b>Behaviour interventions:</b> Moderate impact for low cost based on limited evidence
<b>Monitoring</b>	Head Teacher Behaviour Headline Report
<b>Reporting to</b>	KPR
<b>Impact of the intervention</b>	All staff are confident in applying best practice restrictive physical intervention when required. Incidents of RPI reduce as a result of training
<b>Cost</b>	£2,994
<b>Further Information</b>	

<b>Intervention 9: KS3/4 Curriculum Field Trips (14x classes)</b>	
<b>Barrier to learning</b> <i>(What are the needs of our students at this point in time?)</i>	Increase levels of social interaction leading to community engagement
<b>Desired Outcome</b>	Students have a chance to participate in at least one field trip that allows them to interact with members of the community
<b>Person Responsible for implementation</b>	Deborah Wood
<a href="#">Evidence of Impact rating based on Education Endowment Fund toolkit</a>	<b>A relevant strand from the toolkit not available</b>
<b>Monitoring</b>	Feedback from staff and students through discussions, trip reports, school newsletter
<b>Reporting to</b>	DWO
<b>Impact of the intervention</b>	Improved social interaction gained through visits into the community
<b>Cost</b>	£2,800
<b>Further Information</b>	

<b>Intervention 10: Postural Support and Sensory Circuit Equipment</b>	
<b>Barrier to learning</b> <i>(What are the needs of our students at this point in time?)</i>	Increase levels of social interaction leading to community engagement
<b>Desired Outcome</b>	Specialist/individual seating for students that need more support with posture when sitting. Support the resourcing of current 8 classes that are completing sensory circuits every morning. Make new sensory circuit boxes for more classes to participate in the sensory circuits.
<b>Person Responsible for implementation</b>	Sarah Isles
<a href="#">Evidence of Impact rating based on Education Endowment Fund toolkit</a>	<b>A relevant strand from the toolkit not available</b>
<b>Monitoring</b>	Recommended by school OT and adjusted by school OT to be appropriate for pupil. Then discharge recommendations to teaching staff. Feedback from teachers regarding their circuits – this can be done in the form of a questionnaire. Individual goal may be set for specific pupils.
<b>Reporting to</b>	ISL
<b>Impact of the intervention</b>	Pupils will be able to maintain postural for a longer period of time and this will increase levels of engagement. Pupils will be regulated to start their day. Being regulated improves levels of engagement, confidence, self-esteem and resilience.
<b>Cost</b>	£1,779
<b>Further Information</b>	



<b>Intervention 11: Specialised equipment for Visually/Hearing Impaired students</b>	
<b>Barrier to learning</b> <i>(What are the needs of our students at this point in time?)</i>	Other identified issues where students would benefit from external support (eg; PBS Training, Dyslexia Assessments, Specialised Equipment)
<b>Desired Outcome</b>	Students with Visual/Hearing impairments receive equipment that will enable them to learn more effectively
<b>Person Responsible for implementation</b>	Tanja Hohler
<a href="#">Evidence of Impact rating based on Education Endowment Fund toolkit</a>	<b>A relevant strand from the toolkit not available</b>
<b>Monitoring</b>	Reports from VI/HI lead, external practitioners and class teams
<b>Reporting to</b>	THO
<b>Impact of the intervention</b>	Progress in lessons reported. Increase in self-confidence when learning. Increased staff awareness of needs and strategies for students with Visual and Hearing impairments
<b>Cost</b>	£860
<b>Further Information</b>	

<b>Intervention 12: Mentoring Sessions</b>	
<b>Barrier to learning</b> <i>(What are the needs of our students at this point in time?)</i>	Low levels of engagement, confidence, self-esteem and resilience.
<b>Desired Outcome</b>	Rotating caseload of students identified by the Mentor with support from the Referral Team
<b>Person Responsible for implementation</b>	Marcos Ferreira Dos Santos
<a href="#">Evidence of Impact rating based on Education Endowment Fund toolkit</a>	<b>Mentoring:</b> Low impact on attainment for moderate cost, based on extensive evidence
<b>Monitoring</b>	Case notes from interventions/ Meetings with Line Manager and Teaching staff/Behaviour Headline Report published each half-term/Feedback from parents/ Case Study
<b>Reporting to</b>	ISL
<b>Impact of the intervention</b>	Improvement in levels of engagement, confidence, self-esteem and resilience
<b>Cost</b>	£500
<b>Further Information</b>	