# Pupil premium strategy statement

## School overview

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| Detail | Data |
| School name | The Woodlands |
| Number of pupils on roll in school | 348 |
| Proportion (%) of pupil premium eligible pupils across all pupils | 52.9% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to  2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Lesley Candler Headteacher |
| Pupil premium lead | Danielle James |
| Governor / Trustee lead | Sally Green |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £119,375 |
| Recovery premium funding allocation this academic year | £36,250 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £155,625 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas.  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those that are young carers. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.  Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:   * Academic attainment * Progression to further and higher education * Employability * Social opportunities   At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require most, targeted support based on thorough assessments and helping pupils to access a broad and balanced curriculum.  Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.  We will also provide disadvantaged pupils with support to develop social skills and continue to ensure that careers guidance and further and higher education guidance is available to all.  Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected by the Covid 19 pandemic, including non-disadvantaged pupils. Pupils will also be supported through ‘School Led Funding’ opportunities.  Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This is most notable in maths and English. Staff need to ensure they have a clear picture of pupils’ starting points. Disadvantaged pupils are generally more likely to have English and Maths difficulties and to be performing below age related expectation. This is generally across all cohorts from KS1 – KS4. |
| 2 | Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. This is generally across all cohorts from KS1 – KS4. |
| 3 | Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have poor mental health and wellbeing, which can be a barrier to all engagement in learning, because of missed education prior to referral / place in school. |
| 4 | Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally are at greater risk of becoming NEET when leaving in Year 11 |
| 5 | Our observations have shown that our pupils are finding it difficult to maintain engagement in education and maintain concentration for even short periods due to sensory needs and dysregulation. This is apparent in all cohorts from KS1 – KS4. |
| 6 | Our observations and analysis of data has shown that disadvantaged pupils have poor attendance records. This data is evident at the point of entry and is sometimes due to reduced timetables at the referring school. Attendance issues are evident in all cohorts from KS1 – KS4. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| Improved attainment for disadvantaged pupils in all subjects, notably English and Maths, relative to their starting points as identified through baseline assessments. | Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.  An increase in the number of disadvantaged pupils entered for GCSE subjects.  An increase in the number of disadvantaged pupils entered for GCSE subjects who are attending Alternative Provision.  ALL pupils leave with an appropriate qualification in English and Maths, for example functional skills qualifications. |
| Pupils will have improved social interaction skills so that they can communicate positively with staff and peers. | Pupil’s vocabulary skills will be improved with pupils using a wider and more complex range of language.  Pupils will be able to share with staff their concerns and views.  Pupils will have strategies to be able to interact positively with their peers during social activities. |
| Disadvantaged pupils have improvements in their mental health and wellbeing. They feel more positive and are aware of support services available to them | Pupils will be more emotionally resilient and will demonstrate better engagement in their learning. |
| Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity. | All disadvantaged pupils are able to access support for post 16  Reduced number of NEETS |
| Pupils will have awareness of their sensory needs and have strategies embedded in their curriculum to support their sensory regulation and concentration. | Pupils will be able to maintain concentration on tasks  Pupils will have strategies they can use to support their sensory dysregulation  Pupils will have strategies so they are “ready to learn” |
| Improved attendance for disadvantaged pupils who are attending both on site and off site placements. | Improved attendance for pupils  Attendance will remain above the national average for Pupil Referral Units |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £78,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training of staff members from unqualified teacher to qualified teacher in key subject areas PHSE, PE and Science | 1. [The importance of qualified teachers (sec-ed.co.uk)](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.sec-ed.co.uk%2Fblog%2Fthe-importance-of-qualified-teachers&data=04%7C01%7Cd.james300%40woodlandsdurham.net%7C21a034e3794249be218b08d9bf01c4d7%7C45dfff5283644d73bf3a8f98bdf10d87%7C0%7C0%7C637750836582840903%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=GedZnULJw8FyzMJz3uYw5ou8EVUwZJXxRc5zobHXbiQ%3D&reserved=0)  4. *‘Teachers make the education of their pupils their first concern, and are accountable for* 5. *achieving the highest possible standards in work and conduct. Teachers act with honesty* 6. *and integrity; have strong subject knowledge, keep their knowledge and skills as* 7. *teachers up-to-date and are self-critical; forge positive professional relationships; and* 8. *work with parents in the best interests of their pupils.’* 9. [Teachers' standards - GOV.UK (www.gov.uk)](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fteachers-standards&data=04%7C01%7Cd.james300%40woodlandsdurham.net%7C21a034e3794249be218b08d9bf01c4d7%7C45dfff5283644d73bf3a8f98bdf10d87%7C0%7C0%7C637750836582840903%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=aEEYebl1QhNKxV%2BphhyOnOXw7oIuSEMD9rCBXJYEEKI%3D&reserved=0) | 1 |
| Training of staff members in nurture principles. | www.nurtureuk.org  Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year  [Education Endowment Foundation: Improving Social and Emotional Learning in Primary Schools](https://eric.ed.gov/?id=ED612290) | 3 |
| MITA Training – Maximise the Impact of Teaching Assistants. | [MAKING BEST USE OF TEACHING ASSISTANTs – Guidance Report](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants)  The effects were most pronounced for the groups of pupils TAs support most often: lower-attaining pupils and those with special educational needs and disabilities (SEND). | 11 |
| Training a staff member to become a ‘Team Teach Tutor’ to be able to support colleagues to manage behaviour with a focus on de-escalation. | [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)  +4 months | 3 |
| Developing a whole school phonics approach, which will support pupils through EYFS to Key Stage 4.Purchasing supporting resources. | [Training Reception teachers in strategies designed to optimise phonics teaching and improve children’s reading – EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics)  **+ 5 months**  [A whole-school approach to CPD using phonics to improve attainment at KS1 reading](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics) | 1 |
| Staff trained to deliver specific interventions to support pupil’s mental health and wellbeing. (Draw and Talk Therapy, Creative Writing For Wellbeing) | Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year  [Education Endowment Foundation: Improving Social and Emotional Learning in Primary Schools](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf) | 2 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence | 6 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Budgeted Cost £38,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Digital literacy and numeracy interventions for disadvantaged pupils that require further support. Each pupil to receive two sessions per week for one term.  Lexia, Accelerated Reader | Digital technology can be useful for intervention for low and medium ability pupils.  Testing a computer-based reading programme. <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia>  **Through a singular focus on literacy and a full spectrum of solutions to support it, Lexia helps more learners read, write and speak with confidence.**  A web-based programme that encourages children to read for pleasure. <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader>  **EEF teaching and learning toolkit - +3Month progress** | 1 |
| Increased support from Local Authority Cognition and Learning Team. For qualified staff to complete assessments and provide supports/recommendations on supporting the needs of pupils with learning difficulties. | Evidence of the effectiveness of collaborative and team-working approaches in supporting pupils’ progress (towards varying outcomes); and of the benefits of ensuring work with external professionals was coordinated efficiently.  Hillier et al., 2010,  [Special Educational Needs in Mainstream Schools: Evidence Review](https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_SEND_Evidence_Review.pdf)  **Summary sentence from evidence** | 1 |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)  **+4 month progress** | 1 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

**Budgeted Cost £39,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| On site, Occupational Therapist 3 days per weeks to complete sensory assessments of identified pupils and to provide sensory and regulation programmes. | [Metacognition and Self-Regulation: Evidence Review](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation)  + 7 months  Self-regulated learning can be broken into three essential components:  cognition – the mental process involved in knowing, understanding, and learning  metacognition – often defined as ​‘learning to learn’; and  motivation – willingness to engage our metacognitive and cognitive skills. | 5 |
| Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. | We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs. | 5 |
| Purchase increased time with Autism Spectrum Condition Team to provide assessments and reports for identified pupils. Reports to provide staff with recommendations and strategies. | Evidence of the effectiveness of collaborative and team-working approaches in supporting pupils’ progress (towards varying outcomes); and of the benefits of ensuring work with external professionals was coordinated efficiently.  Hillier et al., 2010,  [Special Educational Needs in Mainstream Schools: Evidence Review](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send) | 2 |
| Pupils to have access available to a trained counsellor to support mental health and wellbeing. | Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.  [Education Endowment Foundation: Improving Social and Emotional Learning in Primary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) | 3 |
| Develop a Primary nurture group to identified pupils to access three times per week. | [www.nurtureuk.org](http://www.nurtureuk.org)  Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year  [Education Endowment Foundation: Improving Social and Emotional Learning in Primary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) | 3 |
| KS4 pupils to access Outdoor Education sessions across the year. This will be ‘Active Learning’ which will see literacy and numeracy sessions in the outdoors | [Forest School: A Marvellous Opportunity to Learn [full report]](https://www.forestschooltraining.co.uk/_webedit/uploaded-files/All%20Files/Research%20papers/Marvellous%20opportunity.pdf) | 1 |
| Primary pupils to access Outdoor Education sessions across the year. This will focus on improving social and emotional mental health | [Forest Schools: impact on young children in England and Wales](https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/)  The evaluation suggests Forest Schools make a difference in the following ways:   * **Confidence** * **Social skills** * **Communication** * **Motivation** * **Physical skills** * **Knowledge and understanding** | 3 |
| Durham Works to provide careers guidance/Post 16 for KS4 | [Careers Education : International Literature Review](https://www.educationandemployers.org/research/careers-education-international-literature-review/) | 4 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. |  |

**Total budgeted cost: £155,000**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required. Our Learning In The Nurture Classroom (LINC) intervention provided a base where, through nurture and delivering therapeutic approach to learning, social and emotional development has thrived. Children and young people accessing LINC have shown an increased enthusiasm for learning and more positivity and confidence in managing feelings.  Our assessments and observations during 2020/21 indicated that disadvantaged pupil’s academic and wider development outcomes were in general below what was anticipated. Pupils who received targeted literacy interventions engaged well and made progress. The introduction of a school library for our Primary pupils was successful in promoting a love of reading and reading for pleasure, which many pupils missed during lockdown.  We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, even when pupils were not in school. However, it was challenging to provide differentiated support to our pupils online and to ensure engagement from pupils.  The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended. |

## Externally provided programmes

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| Programme | Provider |
| Careers Guidance | Durham Works |
| Outdoor Education for Key Stage 4 | OASES |
| Outdoor Education for Key Stage 3 | Wilderness North East |

## Service pupil premium funding (optional)

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| Measure | Details |
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**Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy**

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| Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes. |

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| Activity | Autumn 2021 Evaluation | Committee Date |
| Teaching Priorities | Strategy shared with Sally Green – management committee member responsible for Pupil Premium  Strategy shared with management committee and scrutinised. | 22.11.21 |
| Targeted Academic Support |  |
| Wider Strategies | 30.11.21 |

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| Activity | Spring 2022 Evaluation | Committee Date |
| Teaching Priorities |  |  |
| Targeted Academic Support |  |  |
| Wider Strategies |  |  |

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| Activity | Summer 2022 Evaluation | Committee Date |
| Teaching Priorities |  |  |
| Targeted Academic Support |  |  |
| Wider Strategies |  |  |

# Further information (optional)

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| **Additional activity** |