

Pupil Premium Strategy Statement (Special School)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Woodsetton Special School
Number of pupils in school 2021-2022	109
Proportion (%) of pupil premium eligible pupils	29.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	D Stanton
Pupil premium lead	S Allen
Governor / Trustee lead	E Ryan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56364.00
Recovery premium funding allocation this academic year	£29435.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£85799.00

Part A: Pupil premium strategy plan

Statement of intent

At Woodsetton, all members of staff and the governing body accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will continue to develop a love for learning and will acquire skills and abilities to prepare them for the next phase of their education and finding employment as an adult.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged and vulnerable pupils, all who have an EHCP. Whilst socio-economic disadvantage is not 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
- Access to specialist provision including Speech and Language Support
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum which is ambitious, meaningful and inclusive (AIM High).

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, using total communication strategies and Family Support Work. 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.

Our strategy is integral to wider school plans for education recovery, notably through engagement with a private speech and language therapist and the National Tutoring Programme for pupils that have been worst affected, including disadvantaged and non-disadvantaged pupils.

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 upon leaving Woodsetton School.

Challenges

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

Challenge number	Detail of challenge
1	<p>Communication and Interaction - Our assessments, observations and discussions with children, parents and outside agencies show that disadvantaged pupils generally make less progress due to significant barriers with communication (expressive and receptive). This has a massive impact on all areas of school life including behaviour and academic progress. This affects how they express their needs to peers, in Key Stage 1 and 2 as they so desperately want to be able to communicate to others what they have been learning.</p> <p>62 of our pupils have a primary SEN of Speech Language and Communication, some of whom have an additional diagnosis of ASD.</p>
2	<p>Parental Engagement and Community Links– Our assessments through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school and families require further support to access services for direct payment work and respite. These findings are backed up by several national studies.</p> <p>This has a huge impact on the whole family and not just the child with special educational needs and disabilities. Lack of support for these families has meant that they have been unable to undertake meaningful activities away for the home and this has also been made more difficult with many support avenues closing following the pandemic.</p> <p>Further development is needed as we move forward with regards to parental engagement to be able to address this issue.</p>
3	<p>Cognition and Learning – 66 of our pupils have Cognition and Learning difficulties ranging from severe to moderate. Many have difficulties with engagement, application and retention. Support needed includes high staff to pupil ratios, personalised / practical curriculum, adapted equipment, quiet workspaces and resources and access to external agency support.</p> <p>Our assessments, observations and discussions with pupils and families demonstrate that the education of our Key Stage 1 and 2 children has been impacted upon in Maths and English.</p>
4	<p>Social, Emotional and Mental Health - A number of pupils require regular tier 2 in school behaviour support whilst the majority require daily support with managing routine, expectations and emotion. 14 children have this an identified need on their EHCP. Support includes high staff to pupil ratios, SLT behaviour lead, de-escalation strategies, EP Support, Sycamore Behaviour Outreach, All About Me plans, Positive Intervention Plans, CPOMS Behaviour tracking and monitoring and guidance recommended by CAMHS.</p> <p>Our observations and discussions with children and staff has shown that some children require further SEMH intervention as ongoing support following the pandemic. The above support is needed to be able to offer our most vulnerable children that support and guidance before leaving the school to move to Key Stage 3. This needs to be developed further to be able to offer this nurturing environment to a wider number of children as we move on.</p>

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.

Intended outcome	Success criteria
<p>To provide additional support for vulnerable pupils funded through the pupil premium to ensure their progress is comparable in English and Maths to their non pp peers. Engagement of key children in School-Led Tutoring using DAPA as an assessment tool to measure progress. Activities are on a one-to-one / two-to-one basis using our own teachers during Holiday Schools.</p> <p>CHALLENGE 3</p>	<p>Continued outstanding outcomes for PP compared to non-PP. The Attainment and progress report 2021-22 provides further details of this. This will be ongoing on a termly basis through each Data Capture event (Oct, Feb, May).</p> <p>Students achieving target grades in English and Maths by the end of KS2.</p>
<p>Improved language comprehension for disadvantaged/vulnerable pupils so that they can independently comprehend and express basic language.</p> <p>CHALLENGE 1</p>	<p>The assessment of pupils' language comprehension will show progress in both the expressive language and receptive language areas of DAPA. Staff are using a total communication approach to enable this to be embedded across the school in all KS areas and subjects. Staff training has been increased to allow for greater 'communication' knowledge in the classroom. School have purchased the Well-comm assessment package to be able to baseline students and then monitor progress.</p> <p>Regular weekly sessions of private Speech and Language Therapist with measurable outcomes and progress identified through the sessions.</p>
<p>Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p> <p>CHALLENGE 1</p>	<p>Through achievement of EHCP outcomes and Woodsetton Personal Plan termly outcomes. Evidence seen through Learning Walks and Lesson Observations by SLT and external agencies / partners.</p>
<p>Disadvantaged pupils have greater confidence and independence to help them engage further with the wider community and prepare for adulthood.</p> <p>CHALLENGE 2</p>	<p>Through observations and discussions with pupils and their families. A wider range of families being supported through our new Family Support Worker and SLT in school which enables them to have access to more support agencies away from school.</p> <p>Fewer referrals for more serious Social Care issues due to level of support from Universal Services. Increase in Early Help Assessments to support families through Dudley's Front Door Support Service leading</p>

	to better outcomes for families as a whole package.
<p>Disadvantaged children within school feel better prepared for any emotional / mental health difficulties and have access to support when they need it to better develop resilience skills over time. Families of disadvantaged children have access to better support to be able to offer a better range of cultural capital experiences to those within the household.</p> <p>CHALLENGES 2 and 4</p>	<p>All disadvantaged children who require more extensive support can have access to therapies and clubs to support their interests in school as well as now having additional support for the families through the new Family Support Worker in School. The development of after school and lunchtime clubs</p> <p>Further development is needed to promote Mental Health in school. Staff will access further training and supportive roles within school to offer a wider range of care and intervention as well as developing a Senior Mental Health Team in school to support and signpost parents when needed.</p> <p>Increase in hours purchased from Dudley Educational Psychology Department to enhance the assessment part of this area. Targeted support to be allocated and support give to staff to enhance the assess, plan, do review process (SEND Code of Practice 2014).</p>

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: **£37,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of Assistant Head Teacher role with oversight for maths Teaching and Learning to develop and improve maths teaching across the school in line with DfE guidance. To develop the use of White Rose Mathematics' across the school and any additional Intervention support packages related to the scheme. To provide additional</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>3, 2</p>

<p>ongoing CPD opportunities for all staff and to inform parents in family workshops.</p> <p>£3396 per year for Assistant Head Teacher (% of salary for Maths responsibility)</p> <p>The lead will develop the quality of maths teaching through CPD.</p> <p>Continuation of English Lead (Middle Leader – TLR Post holder) to further embed a strong Phonics Programme using validated schemes. A full range of resources will be purchased to allow staff to use these schemes in school as well as developing thorough timetable allowing full access to Phonics lessons for all Phonics stages / levels.</p> <p>To raise the profile of and embed a culture of reading across the school using a range of resources and ongoing CPD opportunities.</p> <p>£3,017.00 per year for TLR for Head of English</p> <p>£3000 cost of additional tablets, protective cover and program licences (3P Learning)</p> <p>£1700 cost of story books to support topics and themes for each pathway using a variety of genres and approaches.</p>	<p>By using a validated scheme which has been self-assessed this will provide all teachers the key resources and approaches to teach SSP to children throughout a specialist school environment – OFSTED priority for the school.</p> <p>Validation of systematic synthetic phonics programmes: supporting documentation.GOV.uk (www.gov.uk)</p> <p>The gains are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.</p> <p>https://educationendowmentfoundation.org.uk</p> <p>The use of WR Maths through innovative approaches leveraging technology and collaboration to ensure that every individual pupils has access to motivating activities to consolidate and challenge.</p> <p>https://whiteroseeducation.com/resources/year=year-1-new&subject=maths</p> <p>To invest and develop technology and access to online reading and learning opportunities. Purchase of additional tablets and subscription of Maths seeds & Reading eggs for every pupil.</p> <p>https://readingeggs.co.uk/schools/</p> <p>To provide a range of resources across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-</p>	
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	learning-toolkit/reading-comprehension-strategies	
<p>CPD for teaching staff on developing pupils' 'total communication skills'. The development of a Lower-Level Learner Co-ordinator post within school will enhance this activity and provide all staff with greater knowledge.</p> <p>To quality assure lessons showing improvements in quality first teaching leading to increase in pupil progress.</p> <p>£3,017.00 per year for TLR for Head of LLL co-ordinator.</p> <p>£1190 L1 Makaton training for 12 staff</p>	<p>https://www.integratedtreatmentser-vices.co.uk</p> <p>The use of total communication encourages the use of different methods to support a child's understanding and use of language in all situations at home and at school.</p> <p>https://ebtn.org.uk/resources/staff-training-2/</p>	1
<p>Purchase of an additional one day per week of Speech and Language Therapist (SALT) time</p> <p>£21,652 for 1 day a week of Private SALT over 35 weeks of the academic year.</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	1

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

Budgeted cost: **£30,000 + additional School-Tutoring Funding**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, 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	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

<p>disadvantaged. Funded through School-Led Tutoring Funding. School to fund % of total allocation for academic year 2022/23.</p> <p>Support for Reading, Phonics and tailored intervention for EY, KS1/2 2 x Level 2 TA = 0.5 of role Overall cost £23,896</p>	<p>Targeted reading strategies and reading comprehension approaches on average deliver an additional six months progress.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,903

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing the mental health provision across the school and further develop the roles of the Family Support Worker across all areas of the school.</p> <p>£21,212.25 - 75% allocation for Family Support Worker</p> <p>£3000 for addition EP support and Intervention strategies</p>	<p>We have observed that there is a clear need for further social and emotional support with our most vulnerable children and targeted intervention is needed much more quickly than referring to Doctors and CAMHS. By putting in this support sooner rather than later, we hope to avoid crisis point with the children and their families.</p> <p>This will also include supporting with attendance issues, support for family members and the creation of Early Help Assessments when needed to bring together a team to support the family.</p> <p>https://www.wannafreud.org – The importance of early intervention for SEMH for pupils and family support. Advice for pupils, staff and parents. Additional training available for staff.</p>	<p>2, 5, 6</p>
<p>Programme working with parents and carers to develop effective cultural capital experiences and increased self-expression.</p> <p>£690.75 for Parental Engagement sessions for Parents / Carers</p>	<p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:</p> <p>Supporting children with special educational needs and disabilities NSPCC</p>	<p>2,5,6</p>

Total budgeted cost: £85,799.00 for above work to take place

Funding Planning

Detail	Amount
Pupil premium funding allocation this academic year	£53,835
Recovery premium funding allocation this academic year	£29,000
School-Led Tutoring Funding for 2023/24	£6,168.75

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 2022 to 2023 academic year.

Assessment outcomes in 2021-22 have indicated that disadvantaged pupil's academic and wider development (SEMH) outcomes were generally below expectations. Especially within Speaking & Listening and with regards to Speech and Language support. The barrier to develop student outcomes and progress were due to a reduction in support from the NHS language specialists and access to the much-needed support services for a specialist provision.

Upon evaluation, the impact of Covid-19 has been predominantly been the reason for the outcome and the restrictions of the pandemic and national / NHS guidelines being in force.

Regardless of school been open throughout, agencies were unable to enter the premises due to guidelines and specialised intervention work with our children. This had an impact on the development and application of children's communication skills and expressive and receptive language data. As a result of this, the quality of teaching in all other subject areas including Maths and English were also unable to be replicated within the home by parents of children with SEND, regardless of having online lessons and physical work packs delivered to parents on request, supported with resources to carry out the learning activities. This was closely monitored and adapted accordingly in liaison with the pupil's family and class teacher. Staff developed a range of strategies, online and physical resources to engage and motivate the children to maintain their attention. Learning opportunities were based around all subjects with a focus of Maths and English and a topic theme to embed skills and resources that could be used at home. Many of the pupils found it difficult to engage in these activities at home in the same way as when in the school environment. Opportunities to develop social, emotional, communication and independence skills were limited by the barriers and restrictions in place.

Differentiated and individualised learning opportunities were developed and delivered through a bespoke curriculum for pupils, even when not in school supported by identified resources as well as those supported by Oak National Academy. This had an impact on our academic outcomes, but it proved challenging to provide differentiated support to all of our pupils and parents online.

Feedback from parents, assessments, observations and outcomes have identified that for many pupils, being out of school, highlighted many challenges to individual support and access to services. This has had an effect on behaviour, which has impacted on pupils and their families' wellbeing and mental health. Families, including siblings of pupils were unable to access services to support respite during this time as these services were ceased under Government guidelines. We used pupil premium funding to help provide paper resources as well as wellbeing support and targeted interventions where required.

Pupil premium funding was used to support his with additional paper based resources and targeted interventions.

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.

These outcomes have identified the need for continued supporting role of embedding a Family Support Worker in School to offer this much needed support to all family members. The Family support worker no has a 75% timetable and has worked closely with the Safeguarding Team in school to track and monitor the support offered. This will include support with completing paper-work to access funding or additional services, liaising with external partners to offer key support as well as attending meetings to act as an advocate for vulnerable families.

A private therapist has been employed using Recovery Funding and School-Led Tutoring funding and, despite the high cost of this provision, we are already seeing signs of improvement with the children's ability to communicate. This has been a key success for this last academic year and is something we are continuing with in 23/24.

Increased provision with electronic devices and subscriptions have motivated pupils to engage in learning with bespoke leaning programmes based on their academic levels.

Easter 2023 we offered an Easter school to a selection of children in order to close some of the academic and SEMH gaps which had been identified.

Externally provided programmes

Programme	Provider
Speech and Language Therapy (additional to NHS SALT)	Sprinkle of SALT Independent Speech and Language Therapy Practice

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Developing further resources for Reading for Pleasure in each classroom for all pupils. This can be online resources as well as physical resources
- Increase the support from Dudley Educational Psychology Service to offer bespoke support within school for targeted children.
- Creating a nurture-based environment to allow intervention work on an SEMH basis to be undertaken
- The DSL in school has completed the Senior Mental Health Lead Training funded by the DFE through a specific grant. This will then lead to a Senior Team in school working towards better support for our families and linking in with the work of the FSW.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected, but more importantly what intervention could be added to address this issue using the government funding opportunities made available in 2022/23. We are now in a position to be able to refine the tuition and services we are offering to get better value for money in the next academic year. We continue to evaluate the data every term and this is fed back to staff at different points throughout the year in meetings, briefings and during Quality Assurance meetings with teachers.