

# 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 2024-25	112
Proportion (%) of pupil premium eligible pupils	33.9% (38 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	D Stanton
Pupil premium lead	S Allen
Governor / Trustee lead	L Butler

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47700.00
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£47700.00

# 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 focused 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, Support with Music and the curriculum, 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 outside agencies 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>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>A significant amount of EYFS pupils have speech, language and communication needs as their primary need in their EHCP.</p>
2	<p>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. 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 from the home and this has also been made more difficult with many support avenues closing following the pandemic. The support has been reduced further by additional reduced funding support.</p>
3	<p>A significant proportion of our pupils have Cognition and Learning difficulties ranging from severe to moderate as a need identified in their EHCP. Many pupils 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 Math's and English.</p>
4	<p>Our observations and discussions with children and staff has shown that increasingly more pupils require further SEMH intervention as ongoing support following the COVID pandemic. The above support is needed to be able to offer our most vulnerable children the support, skills and guidance before leaving the Woodsetton school to move provision into Key Stage 3. This needs to continue to develop further to be able to offer a nurturing environment to a wider number of pupils.</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 through the National Tutoring Programme.</p> <p><b>CHALLENGE 3</b></p>	<p>Continued outstanding outcomes for PP compared to non-PP. 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. A total communication approach adopted by all staff throughout school through routine and curriculum based activities, teaching &amp; learning.</p> <p><b>CHALLENGE 1</b></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 continue to use Well-comm assessment package to be able to baseline students and then monitor progress.</p> <p>Some pupil 1.1/ small group work with a private SaLT. Staff CPD to develop knowledge, activities &amp; strategies.</p>
<p>Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p> <p><b>CHALLENGE 1</b></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 and robust Quality Assurance</p>
<p>Disadvantaged pupils have greater confidence and independence to help them engage further with the wider community and prepare for adulthood.</p> <p><b>CHALLENGE 2</b></p>	<p>Through observations and discussions with pupils and their families. A wider range of families being supported through our Family Support Worker and SLT in school which enables them to have access to more support agencies away from school.</p> <p>Fewer referrals to Dudley 'Front Door' due to level of support from Universal Services. Increase in Early Help Assessments to reduce higher-level referrals.</p>

	<p>Family's referred to holiday Clubs via HAF (Dudley Holiday Activity &amp; Food programme)</p> <p>Regular local information shared with families from Dudley LA through Parent Hub portal.</p> <p>Links with Brighter Futures Team (NHS) We Love Carers (Charity) in Dudley to support all aspects of medical and family support</p>
<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><b>CHALLENGES 2 and 4</b></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 Family Support Worker in School. All pupils offered after-school and lunchtime clubs.</p> <p>The Family Support Worker has completed additional training as a Nurturing Practitioner and ELSA. The DSL also has completed a Senior Mental Health First Aider Diploma. This has provided staff, pupils and their families extended support and advice. This is delivered by 1:1 support, group sessions, workshops and CPD for staff.</p> <p>Calming areas around school have been developed with soft seating and resources. The family support worker also has a separate space (The Nurture Nest) when working with pupils and parents</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: **£13,342.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Math's lead will continue to develop the quality of Math's teaching through CPD, research and collaborative relationships with similar schools.</p> <p>To develop the use of White Rose Mathematics' across the school and any additional Intervention support packages related to the scheme. To provide additional ongoing CPD opportunities for all staff and to inform parents in family workshops.</p> <p>£3214.00 per year for TLR Head of Math's</p> <p>English Lead (Middle Leader – TLR Post holder) to further embed a strong Phonics Programme using a validated scheme. 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>£3214.00 per year for TLR Head</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><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/601211/Maths_guidance_KS_1_and_2.pdf">Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</a></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><a href="https://whiteroseeducation.com/resources?year=year-1-new&amp;subject=maths">https://whiteroseeducation.com/resources?year=year-1-new&amp;subject=maths</a></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><a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a></p>	<p>1, 3</p>

<p>of English</p> <p>£500 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 keystage using a variety of genres and approaches.</p>	<p>To continue to invest and develop technology and access to online reading and learning opportunities. Purchase of additional tablets and subscription of Maths seeds &amp; Reading eggs for every pupil.  <a href="https://readingeggs.co.uk/schools/">https://readingeggs.co.uk/schools/</a></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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  <a href="#">Oral language interventions   EEF</a></p>	
<p>Lower Level Complex Leader to continue to embed CPD for all staff on developing pupils' 'total communication skills'. The development of this 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.  £3214.00 per year for TLR for Head of LLL co-ordinator.</p> <p>To develop total communication resources to use at school and in the home.  £1000 per year for resources (paper/printing/laminating/lanyards)</p>	<p><a href="https://www.integratedtreatmentservices.co.uk">https://www.integratedtreatmentservices.co.uk</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language">https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language</a></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.  <a href="https://ebtn.org.uk/resources/staff-training-2/">https://ebtn.org.uk/resources/staff-training-2/</a></p> <p>Workshops to support pupils and their families at home and at school. Providing families with resources.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	<p>1, 2</p>

<p>To further develop the Expressive Arts/Music curriculum (inc DFE Music Development Plan) within school and the use of speiclaists to enhance the experience for children and allow music to be a form of communication.</p> <p>£500 for specialist Music sessions specific for key stages/classes.</p>	<p>Links with Dudley Performing Arts and SEND specialists.</p> <p>Funding to enhance teaching across school and National Curriculum and Music Learning Ladders for assessment purposes.</p> <p><a href="https://www.artscouncil.org.uk">https://www.artscouncil.org.uk</a> – Welcoming the National Plan for Music Education.</p> <p>See. Woodsetton Music Development Plan on school website: <a href="https://www.woodsetton.dudley.sch.uk/attachments/download.asp?file=265&amp;type=pdf">https://www.woodsetton.dudley.sch.uk/attachments/download.asp?file=265&amp;type=pdf</a></p>	<p>1, 2</p>
---	--	-------------



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

Budgeted cost: **£9859.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for Reading, Phonics and tailored intervention for EY, KS1/2 1 x Level 2 TA = 0.5 of role Overall cost £9859.00</p>	<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><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>3, 4</p>

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

Budgeted cost: **£24,499.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing the mental health provision across the school and further develop the role of the Family Support Worker and Senior Mental Health First Aider pastoral team.</p> <p>£20,047.20 80% allocation for Family Support Worker</p> <p>£3,451.80 for resources and furniture to support</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><a href="https://www.wannafreud.org">https://www.wannafreud.org</a> – 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>Creating areas and resources within the school environment to provide therapeutic and a calm spaces for pupils to regulate and engage in individual wellbeing activities.</p>	<p>1, 2, 4</p>
<p>Programme working with parents and carers to develop effective cultural capital experiences and increased self-expression.</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><a href="#">Supporting children with special educational needs and disabilities   NSPCC</a></p>	<p>1, 2, 4</p>

£1000 for Parental Engagement sessions for Parents / Carers		
---	--	--

**Total budgeted cost: £47,700.00**

## Funding Planning

Detail	Amount
Pupil premium funding allocation this academic year	£47,700.00
Recovery premium funding allocation this academic year	£0.00
Total funding	£47,700.00

## 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 2023 to 2024 academic year.

Assessment outcomes in 2021-22 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 and mental health 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 re-quest, 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.

Adapted and individualised learning opportunities were developed and delivered through a bespoke curriculum for pupils, even when not in school supported by identified online resources. 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.

Since this time, we have continued to work in partnership with our pupils and their families and specialist support. The National Tutoring Programme over the past three years has enabled teachers to work individually with pupils on specific individualized targets in all curriculum

areas, with a primary focus on Maths & English. This has positively impacted on pupil confidence and mental health.

The development of leadership roles in specific areas (Maths, English & Lower Level Complex Learners) has focused professionals in school to develop their skills and knowledge to ensure the curriculum is adaptive and relevant for all pupils in school. This is thoroughly quality assured both internally and externally via leaders in school and OFSTED 2023. We have used, and continue to use the pupil premium funding to provide whole school initiatives, resources and individualized strategies.

This has included the following:

- A family support worker to support pupils and their families across school with individualised support and advice.
- Specialised and individualized support from SaLT one day per week. Including onsite CPD for staff.
- Increased pastoral team to support with SEMH across school for staff, pupil and their families.
- The development of 'The Nurture Nest'. A specific space to support pupils for SEMH.
- Significant increase in parent/family workshops & resources for home.
- Family Support Worker has completed ELSA / Nurturing Practitioner training
- Additional IT resources and specialised software to provide motivating and engaging activities for pupils at home and in school.

## 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 and physical resources, as well as changes to the classroom environment.
- Increase the support from Dudley Educational Psychology Service to offer bespoke support within school for targeted children.
- Developing nurture-based and therapeutic areas around school to support pupils and their SEMH needs.
- 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. 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 using our new tracking system designed in 2023/24 and this is fed back to staff at different points throughout the year in meetings, briefings and during Quality Assurance meetings with teachers.