

Pupil Premium Strategy for Woodfield School

1. Summary information					
School	Woodfield			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD/PMLD
Academic Year	2016- 17	Total PP budget	£17,120	Date of most recent PP Review (INTERNAL ONLY)	March 2017
Total number of pupils	85	Number of pupils eligible for PP	14	Date for next internal review of this strategy INTERNAL FOR GOOD PRACTICE	July 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving at least 50% EHCP targets in communication	85.7%	
% achieving at least 50% EHCP targets in maths	88.9%	
% achieving at least 50% EHCP targets in PSHE	85.7%	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Need for highly personalised resources and equipment for pupils to access the curriculum and achieve
B.	Poor communication skills and lack of access at home to high tech devices
C.	Physical access to the curriculum may be limited
External barriers	
D.	Lack of social opportunity for some due to restrictions on ability to engage in activities out of school

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Outcomes individually matched to pupil need, and will match EHCP aims This will be measured by the extent of personalisation in the curriculum to account for individual need, although low attainment is not necessarily apparent in this group. Resources will be matched to need, including liaison with SaLT and Physio/OT.	100% of pupils in receipt of PP have individual outcomes agreed with parents at EHCP. SEnCo and class teacher agree and source appropriate resources.
B.	Communication Assistant time is allocated to ensure maximum accessibility to the curriculum. This will be measured by the fact that all PP pupils will have an individual and appropriate Communication	100% of pupils in receipt of PP have an individual communication system

	system and are making at least expected progress in Speaking & Listening as measured by P levels.	that is updated regularly. 80% of these pupils will make progress in Communication at least in line with the non PP pupils
C.	Move targets set and therapy group/ rebound therapy attended as appropriate. The outcome will be measured in relation to progress against MOVE targets, progress during Rebound therapy including pupil engagement and extended concentration during such sessions (when well).	80% of pupils in receipt of PP who have physical needs will make progress against individual MOVE targets/ Rebound therapy feedback as monitored by the SENCO.
D.	Pupils improve their social confidence and independence skills in community and out of school activities This will be measured through individual pupil school based ISEC assessment and After School Club data.	80% of pupils in receipt of PP will make progress at least in line with (or better than) other pupils when looking at P level data, ISEC and soft data feedback from ASC.

5. Planned expenditure					
Academic year		2016-2017			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils communication needs are met and monitored by Communication team, meaning all make at least good progress in communication.	- Increased Communication Assistant time - iPads and individual equipment as communication devices	Increased pupil numbers (including PP) mean that communication needs are higher. This is seen as essential in our school as poor communication skills has an impact on the whole curriculum and on progress across all areas. Individualised curriculum means that each student needs fully personalised resources, including communication systems	Weekly Communication team meetings. Monitoring of P level progress in English (end of year data)	BH	Termly review in meeting time (ongoing monitoring) End of year data = June 2017
Improve pupils social and independence skills through the new curriculum. (Measure what we value – confidence, independence, self esteem)	New assessment system in place to measure non curricular areas called ISEC.	Our new curriculum reflects our ethos to prepare pupils for adulthood and focus on 'destination led learning'. Following 'life without levels' we are now matching our assessment system with our curriculum. No system available so we wrote our own!	Head to lead on ISEC assessments and staff training time allocated in staff meeting/Inset.	GW	End of year assessments July 2017
Total budgeted cost					Approx. £10,000
ii. Targeted support					
Desired outcome	Chosen	What is the evidence & rationale for	How will you ensure it is	Staff	When will you review

	action/approach	this choice?	implemented well?	lead	implementation?
Pupils with greater confidence and enjoyment in school through more personalised curriculum to meet individual needs, e.g. provision of music groups, trampolining, tennis lessons	Herts Music Service Sports Centre trampolines Local tennis coaching	Many of our PP pupils do not have good access to social opportunity out of school, joining clubs etc. due to cost and accessibility issues. By offering them something positive and fun to do whilst learning social skills, turn taking etc we hope to extend learning opportunities outside the classroom, and teach them how to make a social contribution, becoming successful members of their community.	Implemented by quality professional providers such as tennis coach, Herts Music Service to enhance the provision and provide a better quality service than we could internally	BH	Termly in liaison with outside providers
Total budgeted cost					£2,120
iii. Other approaches (including links to personal, social and emotional wellbeing)					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved physical access to the curriculum via Rebound Therapy and MOVE targets.	Rebound trampoline in school with sports coach	In order to personalise the curriculum we have been considering different forms of exercise to improve physical progress and wellbeing, in liaison with the physiotherapist. Each pupil, where appropriate has a MOVE programme and targets set. They access therapy groups or Rebound, as appropriate in order to maximise their physical potential.	MOVE targets/ Rebound therapy monitored by the SENCO. 80% of pupils will make progress against individual MOVE targets/ Rebound therapy feedback as monitored by the SENCO.	SD	Termly to see if access for individuals will be maintained End of year teacher assessment
Total budgeted cost					Approx £5,000

6. Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils communication needs are met and 100% pupils made some progress in their individual targets as monitored by comm. team	School pay for Communication Assistant time	Success criteria met, but increasing pressure on Communication team due to higher pupil numbers. All PP pupils had an individual communication system and these were updated as required.	This approach will continue and if possible increase the number of hours required to carry out the role to a high standard for an increasing school population.	£8,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Pupils learn to be 'kind and gentle' with others, improving social skills.	Donkey Therapy	Pupil confidence increased and pupils were able to take turns with their peers in an activity outside the classroom. 100% PP pupils were able to interact with the donkey, the younger ones riding and the older ones grooming.	This approach will continue when available, currently only once per term but will no longer be a target.	£500
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iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve physical ability and control towards a greater personal awareness.	Rebound therapy	Pupils have increased core strength and head control etc. Greater awareness of their own bodies.	Yes, big benefit and this therapy will continue for pupils with physical needs.	£5,000
Pupils 'Moving & Handling' needs are met for those with complex needs and RA completed	Additional staff member Moving & handling trained	Risk assessments and M&H programmes written for individuals. Moving & Handling trainers worked with physiotherapist to improve individual programmes and get pupils into Therapy groups.	This will now be absorbed into the school staffing budget, so that the work continues but is no longer an outcome	£3,235