

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Redwood School
Number of students in school	327 206 Secondary Age
Proportion (%) of pupil premium eligible students	49.5% (102 pupils)
Proportion (%) of Service Children	0.5%
Proportion (%) of Students who have been adopted from care	2.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Clare John (Head Teacher)
Pupil premium lead	Abi Tasker
Governor / Trustee lead	Amanda Makinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (£985)	£100,470
Service Children premium allocation this academic year (£320)	£320
Post Looked After funding allocation this academic year (£2,410)	£19,280
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	£120,070

Part A: Pupil premium strategy plan

Statement of intent

Redwood School aims to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged students. Whilst socio-economic disadvantage is not always the primary factor our learners face, all of our students may be considered to be in the disadvantaged group due to the nature of their special educational needs and disabilities, and face particular challenges around:

- Academic attainment
- Social opportunities
- Preparation for Adulthood

Our approach centres around high quality teaching, concentrating on the areas our students require most, including targeted supported based on a robust assessment of need, and ensuring that all learners are able to access a broad and balanced curriculum. This strategy is integral to wider school plans for education recovery, and is driven by the needs and strengths of all our young people. This will help us to ensure we continue to offer them the relevant skills, knowledge and behaviours they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Academic - Our assessments, observations and discussions show that our students have individual learning needs and experience different challenges to their learning.
2	Interaction - Our assessments, observations and discussions show that our students require additional support to develop positive social interaction and communication skills with their peers.
3	Wellbeing - Our assessments, observations and discussions with students and families show that some of our students require additional support to regulate their emotions.
4	Independence - Our assessments, observations and conversations with families indicate that students often require additional support to develop personal independence skills.
5	Cultural - Our assessments, observations and discussions with students and their families indicate that our students generally have fewer opportunities to develop cultural capital outside of school.
6	Attendance - Our assessments and observations indicate that absenteeism is negatively affecting student progress

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
Improved achievement of EHCP and curriculum targets	Improved progress towards literacy skills Improved progress towards comprehension skills Improved progress towards numeracy skills, Improved progress EHCP targets
To achieve and sustain improved emotional and social wellbeing for all students	Sustained high levels of wellbeing by 2023/24 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations An increase in participation in enrichment activities Reduced number of behaviour incidents
Improved confidence and independence to prepare for adulthood	Improved confidence and independence demonstrated by qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved attendance	Reduced overall absence rate Reduced persistent absence rate

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for all staff</i>	EEF-Effective-Professional-Development-Guidance-Report.pdf	1,2,3,4,5,6
<i>Additional Ed Psych support</i>	Our evidence demonstrates the benefit of additional Ed Psych time to support student development	1,2,3,4,6
<i>Effective TA deployment</i>	EEF teaching-assistants	1,2,3,4,5,6
<i>Independent travel training</i>	Independent Travel Training is likely to enhance pupils' social and employment opportunities: DfE Home to school travel and transport guidance.pdf	1,2,3,4,5

Targeted academic support

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour intervention</i> 50 minute sessions of targeted support from a lead practitioner	EEF - behaviour-interventions	2,3
<i>Lexia intervention</i> 50 minute sessions of targeted support from a lead practitioner	Evidence that Lexia interventions improve word recognition, decoding and comprehension skills compared to other students EEF-Lexia-evaluation-report.pdf	1,3
<i>Reading + comprehension intervention</i> 50 minute sessions of targeted support from a lead practitioner	Strong secure evidence indicates that secondary students, particularly low attaining students, make significant progress compared to other students EEF-reading-comprehension-strategies	1,2,3

<i>Numeracy interventions</i> 50 minute sessions of targeted support from a lead practitioner	Evidence that targeted interventions improve maths skills compared to other students EEF Maths Evidence Review	1,3
<i>Nurture</i>	Strong evidence shows targeted intervention supports the improvement of social, emotional and behavioural difficulties Nurture-Groups-Booklet	1,2,3,4,6
<i>EQE intervention</i> 2hr sessions of targeted support from a lead practitioner	Evidence indicates targeted secondary students improve social interaction skills in addition to academic outcomes EEF-social-and-emotional-learning	1,2,3,4,5
<i>Social and Emotional intervention</i> 50 minute sessions of targeted support from a lead practitioner	Evidence indicates targeted secondary students improve social interaction skills in addition to academic outcomes EEF-social-and-emotional-learning	1,2,3,4,5

Wider strategies

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>LOtC</i> Outdoor spaces will be developed, and opportunities for adventurous outdoor activities	Council for Learning Outside the Classroom https://www.lotc.org.uk/category/research/	
<i>Improving behaviour</i> Whole staff training on behaviour support approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2,3,4
<i>Enhancing the sensory regulation equipment</i>	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. sensory-differences	1,2,3
<i>Improving school attendance</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	6

Staff will get training and release time to develop and implement new procedures.	Improving School Attendance	
<i>Improving Parental Engagement</i>	Evidence shows a flexible targeted approach can support improvements in literacy, numeracy attendance and wellbeing EEF-parental-engagement	1,2,3,5,6
<i>Developing essential Lifeskills</i>	EEF Non-cognitive skills literature review 1.pdf	1,2,3,4,5
<i>Contingency fund for acute issues</i>	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.	1,2,3,4,5,6

Total budgeted cost: £120,000

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 2021 to 2022 academic year.

77% of students eligible for Pupil Premium funding made expected or above progress throughout 2021-22 in English

79% of students eligible for Pupil Premium funding made expected or above progress throughout 2021-22 in Maths

85% of parents strongly agree their child is happy at Redwood (100% strongly agree/agree)

85% of parents strongly agree their child feels safe at Redwood (96% strongly agree/agree, 1 parent doesn't know)

69% of students attend a Redwood Club (these include, Breakfast Club, Lunchtime Clubs, After School Clubs, Youth Clubs & Holiday Clubs).

Behaviour incidents continue to reduce.

Confidence on independence continue to improve.

The average attendance value across the whole school in 2021-22 was 85.0%. This is an increase of 13% on the previous academic year.

The average attendance of students eligible for pupil premium funding was 84.3%. This is an increase of 13.5% on the previous academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider