

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged learners.

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 learners in school	346 Total learners 237 Secondary Age
Proportion (%) of pupil premium eligible learners	53.2% (116 learners)
Proportion (%) of Service Children	0% (0 learner)
Proportion (%) of learners who have been adopted from care	0.4% (1 learners)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23 2023-24 <b>2024-25</b>
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Paul Evans
Pupil premium lead	Abi Tasker
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (£1,050)	£121,800
Service Children premium allocation this academic year (£340)	£0
Post Looked After funding allocation this academic year (£2,570)	£2,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£124,550

## 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 learners. Whilst socio-economic disadvantage is not always the primary factor our learners face, all of our learners 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 learners 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 learners have individual learning needs and experience different challenges to their learning.
2	Interaction - Our assessments, observations and discussions show that our learners require additional support to develop positive social interaction and communication skills with their peers.
3	Wellbeing - Our assessments, observations and discussions with learners and families show that some of our learners require additional support to regulate their emotions.
4	Independence - Our assessments, observations and conversations with families indicate that learners often require additional support to develop personal independence skills.
5	Cultural - Our assessments, observations and discussions with learners and their families indicate that our learners generally have fewer opportunities to develop cultural capital outside of school.
6	Attendance - Our assessments and observations indicate that absenteeism is negatively affecting learner 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 towards EHCP targets
To achieve and sustain improved emotional and social wellbeing for all learners	Sustained high levels of wellbeing by end 2024/25 demonstrated by qualitative data from learner voice, learner 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 learner voice, learner 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 **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>	<a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf</a>	1,2,3,4,5,6
<i>Additional Ed Psych support</i>	Our evidence demonstrates the benefit of additional Ed Psych time to support learner development	1,2,3,4,6
<i>Effective TA deployment</i>	<a href="#">EEF_teaching-assistants</a>	1,2,3,4,5,6
<i>Independent travel training</i>	Independent Travel Training is likely to enhance learner's social and employment opportunities: <a href="#">DfE_Home_to_school_travel_and_transport_guidance.pdf</a>	1,2,3,4,5

### Targeted academic support

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour intervention</i> 50 minute sessions of targeted support from a lead practitioner	<a href="#">EEF - behaviour-interventions</a>	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 learners <a href="#">EEF-Lexia-evaluation-report.pdf</a>	1,3
<i>Phonics, Reading + comprehension intervention</i> 50 minute sessions of targeted support from a lead practitioner	Strong secure evidence indicates that secondary learners, particularly low attaining learners, make significant progress compared to other learners <a href="#">EEF-reading-comprehension-strategies</a>	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 learners <a href="#">EEF_Maths_Evidence_Review</a>	1,3
<i>Nurture</i>	Strong evidence shows targeted intervention supports the improvement of social, emotional and behavioural difficulties <a href="#">Nurture-Groups-Booklet</a>	1,2,3,4,6
<i>Zones of Regulation</i> Zones of regulation implemented across the whole school	Evidence indicates that the development of self-regulation strategies is consistently linked with successful learning, including early reading skills, early mathematics and problem solving. <a href="#">Self-regulation strategies   EEF</a>	1,2,3,4,6
<i>EQE intervention</i> 2hr sessions of targeted support from a lead practitioner	Evidence indicates targeted secondary learners improve social interaction skills in addition to academic outcomes <a href="#">EEF-social-and-emotional-learning</a>	1,2,3,4,5
<i>Social and Emotional intervention, including YouHQ</i> 50 minute sessions of targeted support from a lead practitioner	Evidence indicates targeted secondary learners improve social interaction skills in addition to academic outcomes <a href="#">EEF-social-and-emotional-learning</a>	1,2,3,4,5

## Wider strategies

Budgeted cost: £50,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>LOtC</i> Outdoor spaces will be developed, and opportunities for adventurous outdoor activities	Council for Learning Outside the Classroom <a href="https://www.lotc.org.uk/category/research/">https://www.lotc.org.uk/category/research/</a>	2,3,4,5
<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: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	2,3,4
<i>Enhancing the sensory regulation equipment</i>	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels,	1,2,3

	weighted jackets and additional proprioceptor equipment can be effective at providing support for our learners with sensory needs. <a href="#">sensory-differences</a>	
<i>Improving school attendance</i> Staff will get training and release time to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence <a href="#">Improving School Attendance</a>	1,2,6
<i>Improving Parental Engagement</i>	Evidence shows a flexible targeted approach can support improvements in literacy, numeracy attendance and wellbeing <a href="#">EEF-parental-engagement</a>	1,2,3,5,6
<i>Developing essential Lifeskills</i>	<a href="#">EEF_Non-cognitive_skills_literature_review_1.pdf</a>	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: £125,000**

## 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 2023 to 2024 academic year.

76.6% of learners eligible for Pupil Premium funding made expected or above progress throughout 2023-24 in English

75.8% of learners eligible for Pupil Premium funding made expected or above progress throughout 2023-24 in Maths

Cohort	Partially Achieved EHCP Outcomes %	Achieved EHCP Outcomes %
Yr9	70.8	17.3
Yr11	80.8	12.6
Yr 14	86.0	2.8
MSB	76.9	12.4
ENB	79.4	10.3
EXB	78.9	17.5

The number of learners attending a Redwood Club (these include, Breakfast Club, Lunchtime Clubs, After School Clubs, Youth Clubs & Holiday Clubs) remains steady.

Behaviour incidents continue to reduce.

Confidence on independence and wellbeing continue to improve.

The average attendance value across the whole school in 2023-24 was 83.4%. This remained steady (within 1%) of the previous year.

The average attendance of learners eligible for pupil premium funding was 83.2%. This is a slight increase of 1.0% on the previous academic year.

The whole school percentage of persistent absentees remained steady at 45.53%.

## 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