

## PUPIL PREMIUM REPORT 2014-2015

The Department for Education (DfE) provides additional funding, known as Pupil Premium, in order that specific groups of pupils aged between 5 and 16 years, who may be disadvantaged by virtue of their family circumstances, can be supported in their progress and attainment.

Pupil Premium falls into three categories:

- Deprivation Pupil Premium
- Looked After Pupil Premium
- Pupil Premium for Service Families

Woodfield School received £59930 for Pupil Premium to support Ever-6 students and Looked After Children (LAC).

### School Context & Deployment:

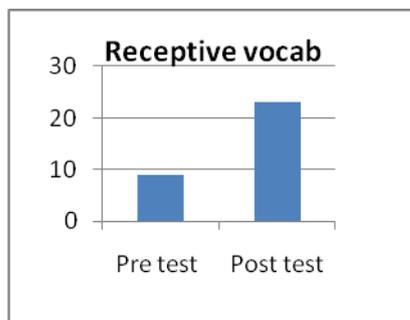
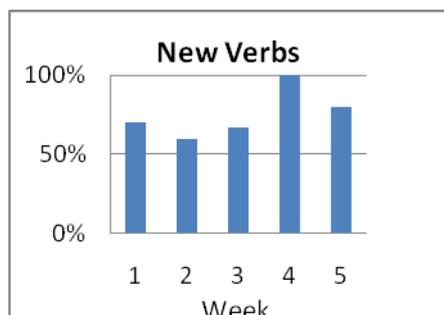
During the academic year 2014-2015 there were a total of 59 pupils across the school eligible for Pupil Premium. At Woodfield Pupil Premium is dedicated to securing our learners' inclusion in and beyond our school, both now and in their future. Funds are dedicated to staffing intervention programmes, to close personalised gaps, through overcoming barriers to our students' reaching their academic, social and vocational potential. Each year focus areas are chosen in response to pupil need.

For 2014-2015 our focus areas were:



## Communication and Language :

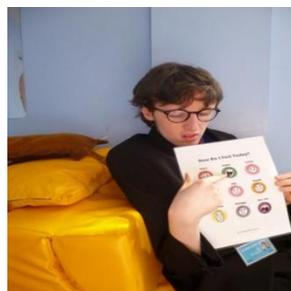
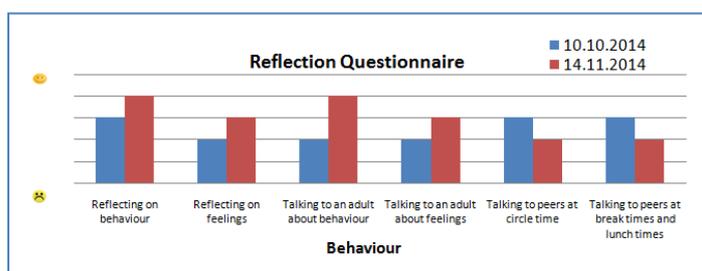
Learner Targets	
What will happen?	Was it achieved?
I will know what a verb (doing word) is and select correct verbs Katrina says from 4 pictures.	Yes
I will make grammatically correct sentences using Colourful Semantics to help me in sessions	Yes



Focus sessions of one-to-one and small group support to develop communication and language beyond the therapy room. Programmes and targets are set, modelled and reviewed by the Speech and Language Therapist, and carried out by our SALT Teaching Assistant, in and outside of lessons, during break periods and afterschool clubs, individually and in small groups as determined by pupil need.

## Social and Emotional Support :

- ✓ Emotional Wellbeing
- ✓ Mentoring



Focus one-to-one or small group interventions designed to develop pupils' emotional resilience, personal reflection, confidence, engagement and mental wellbeing. Programmes are highly specific to pupil need but have included individual reflection sessions, personalised tracking around self-calming strategies, mentoring around behavioural targets, vocational programmes and team-building projects. Interventions were supported and developed through oversight and weekly reflection with the school's Counsellor.

## Literacy – Key Skills and Challenge the Gap in Key Stage 4:



Pupil's Achievements	Type of support the adult needs to offer pupil to sustain their achievements	
	What the adult needs to do.	Time/ Resources required
Sajad attended weekly literacy sessions with Jo Sajad was able to spell 22 words correctly Sajad was able to read 120 words	Continue weekly literacy sessions tailored to his needs  Provide encouragement in and out of lessons  Encourage Sajad to read at home	A minimum of one 20 minute session per week  Read Write Inc Phonics equipment

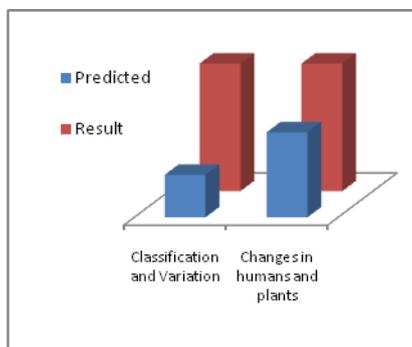
Programmes in Key Stage 3 to develop pupil's functional literacy with a specific focus determined by the Head of Department (composition, transcription, phonic awareness, High Frequency Word Recognition, developing reading) and to develop knowledge, skills and understanding towards accreditation in Key stage 4. Carried out by the Literacy Support Assistants, in small sessions using interactive games, programmes and literacy resources, overseen by the Head of Department and Phonics Lead.

## Numeracy – Key Skills and Challenge the Gap in Key Stage 4 :



Programmes targeting pupil's numeracy, calculation and problem solving, to develop skills and confidence for accreditation and real world application. Focus students, areas and programmes were determined and reviewed by the Department lead. These varied by pupil ability and need, but could include in class or withdrawn interventions, individually or in small groups, using games, practical activities and Maths Resources to develop confidence and abilities within a key area.

## Science – Challenge the Gap in Key Stage 4:



Programmes to pre-teach, consolidate and deepen understanding within a specific termly topic, using small group teaching and visual and interactive resources to secure understanding. Pupils, target areas and programmes were set and reviewed by the Head of Department, and carried out by the Science Department Teaching Assistant during small group sessions out of lessons. Pupils were base-lined and reassessed within each area to measure impact and inform next steps for classroom teaching.

**Allocation by Need:**

The table below lists the interventions/projects the pupils were involved in.

Area of Need	Speech, Language and Communication	Cognition and Learning			Social, Emotional and Mental Health	
		Literacy: Key Skills and Challenge the Gap KS4	Numeracy: Key Skills and Challenge the Gap in KS4	Science: Challenge the Gap in KS4	Mental Wellbeing and Social Interaction	Mentoring
Pupils accessing a termly intervention	31	30	18	9	23	16

**Spending: The contribution to the interventions from Pupil Premium funding were:**

Communication and Language	£8,212.25
Social and Emotional Support	£16,143.26
Developing Literacy	£5,596.37
Challenge the Gap English	£11,879.55
Challenge the Gap Maths	£9,327.79
Challenge the Gap Science	£8,856.82

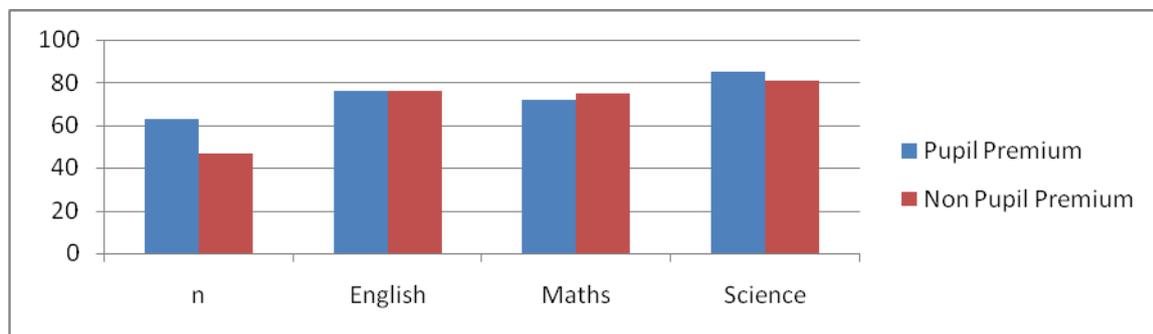
£60,016.04
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## The Impact of Pupil Premium Funding on achievement

As with all the pupils attending Woodfield School the attainment and progress of pupils eligible for Pupil Premium is carefully monitored and recorded through detailed and meticulous systems of formative and summative assessment. The pupils in receipt of Pupil Premium funding have made an overall good progress.

More than half of the Y7 to Y11 populations receive PP funds. The PP pupils are achieving in line with the non PP pupils. The progress suggests that Pupil Premium funding is having a positive impact on pupil progress, particularly in Maths.

Expected and above progress %	n	English	Maths	Science
Pupil Premium	59	76	72	85
Non Pupil Premium	51	76	75	81



## Pupil Premium Funding for 2015-2016

Each year Pupil Premium focuses are established in response to pupil need. For 2015 our areas of focus will be:

