Woodfield School 2018

Pupil Premium Report 2017-2018

Contents

What is the Pupil Premium?

The Pupil Premium is an additional funding paid to schools for identified groups of pupils and aims:

- To reduce the attainment gap between the highest and lowest attaining pupils nationally; raise attainment of disadvantaged pupils
- To provide additional resources to school to support the progress of pupils
- To support Looked After Children (LAC)

There are four groups of children who are eligible for the grant funding:

1. Children receiving free school meals (FSM) at any point in the past six years
2. Current Looked After Children (LAC)
3. Children who are adopted from care or leave care on order
4. Children whose parents are Armed Forces Service Personnel

Woodfield received funding of **£57,035 for 2017-18**

School Context & Deployment

At Woodfield School during the course of the academic year 2017-18, **sixty two** pupils were eligible for the Pupil Premium funding.

Pupil Premium funding aims to 'close the gap' for those school pupils who fall into the three categories detailed above who typically achieve less well than their peers not included in these categories. Pupil Premium funding is not allocated to individual pupils. When making decisions about the use of pupil premium funding it is important to consider the context of the school and the challenges faced. Schools have the freedom to decide how the funding can best be spent on eligible pupils to maximise the impact on their progress and attainment.

We have analysed our data thoroughly and have made use of a range of available research, such as 'Good Practice in Using Pupil Premium Funding', The Sutton Trust/ Education Endowment Foundation research and the Sutton Trust toolkit, to inform our decision making.

Woodfield School uses the Pupil premium funding to pay for:

- Whole School Strategies
- Strategies to accelerated progress for both Pupil Premium/ Specialised Interventions.
- Specific individual strategies for Pupil Premium pupils.

Any intervention implemented must have an expected impact which will be evaluated and reported against at the end of the academic year. Progress of all pupils entitled to Pupil Premium funding is tracked termly to monitor and evaluate the impact of the interventions used.

Current attainment

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips in progress and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parents and pupils' voice
- Assessment Data is collected each term so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure that they are accurate
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A designated member of the SLT maintains an overview of Pupil Premium spending
- A Governor has responsibility for meeting with the SLT member to discuss Pupil Premium

Data for 2017 -18

The table below compares the outcomes for Pupil Premium pupils with non -Pupil premium P

	Pupils eligible for PP	Pupils not eligible for PP
% achieving Outstanding levels of progress in reading, writing, and maths (using your school's definition of EP and MEP for your pupils' needs)	53% (41%)	35% (29%)
% making Outstanding progress in reading	75% (81%)	65% (79%)
% making Outstanding progress in writing	86% (71%)	84% (66%)
% making Outstanding progress in maths	70% (71%)	69% (77%)
% making Outstanding progress in communication	80% (82%)	73% (82%)
% achieving end of KS4 accreditation appropriate to needs and starting points	TBC	TBC

Free School Meals

More than expected progress - FSM
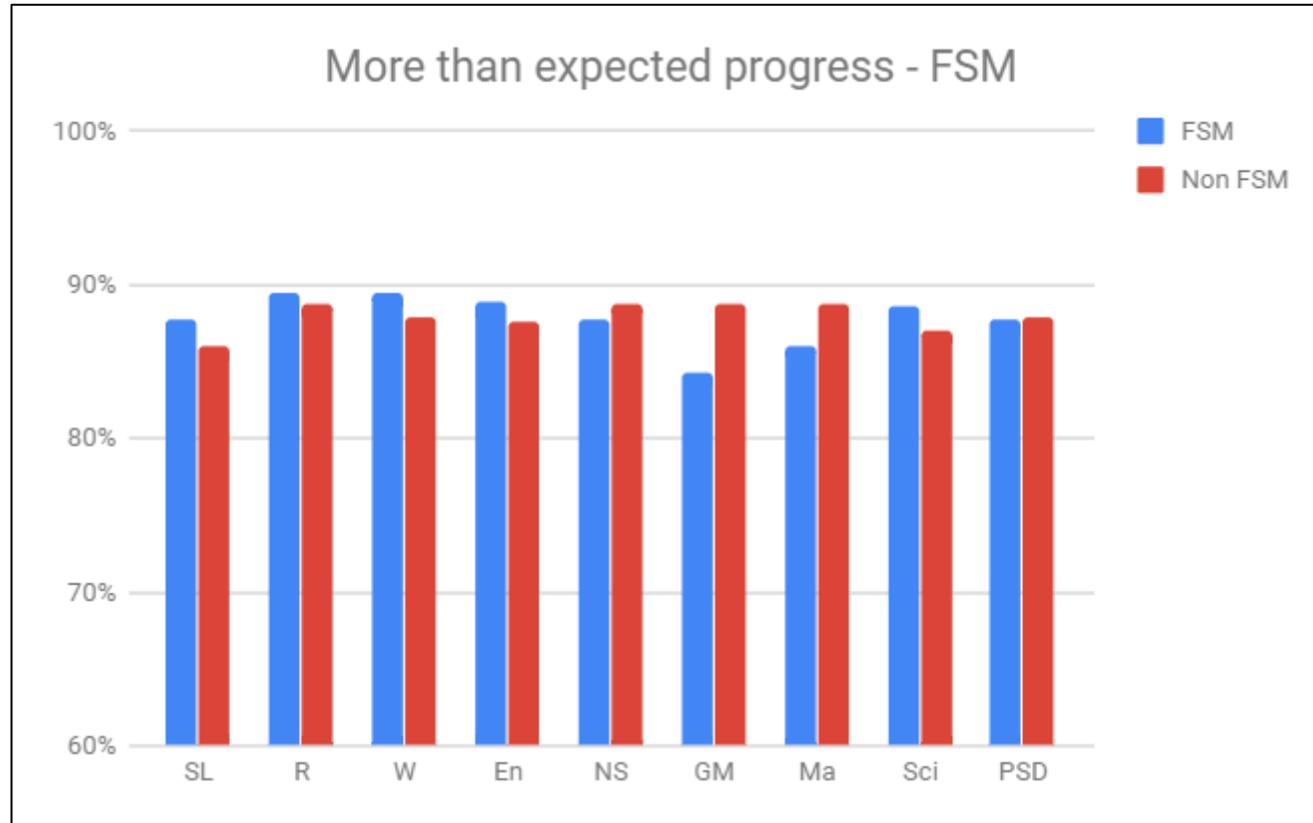
	SL	R	W	En	NS	GM	Ma	Sci	PSD
PP	87%	89%	89%	88%	87%	86%	87%	90%	86%
Non PP	86%	89%	88%	88%	89%	88%	89%	85%	89%

The FSM data is showing a small gap in Maths and PSD.

Looked after Children
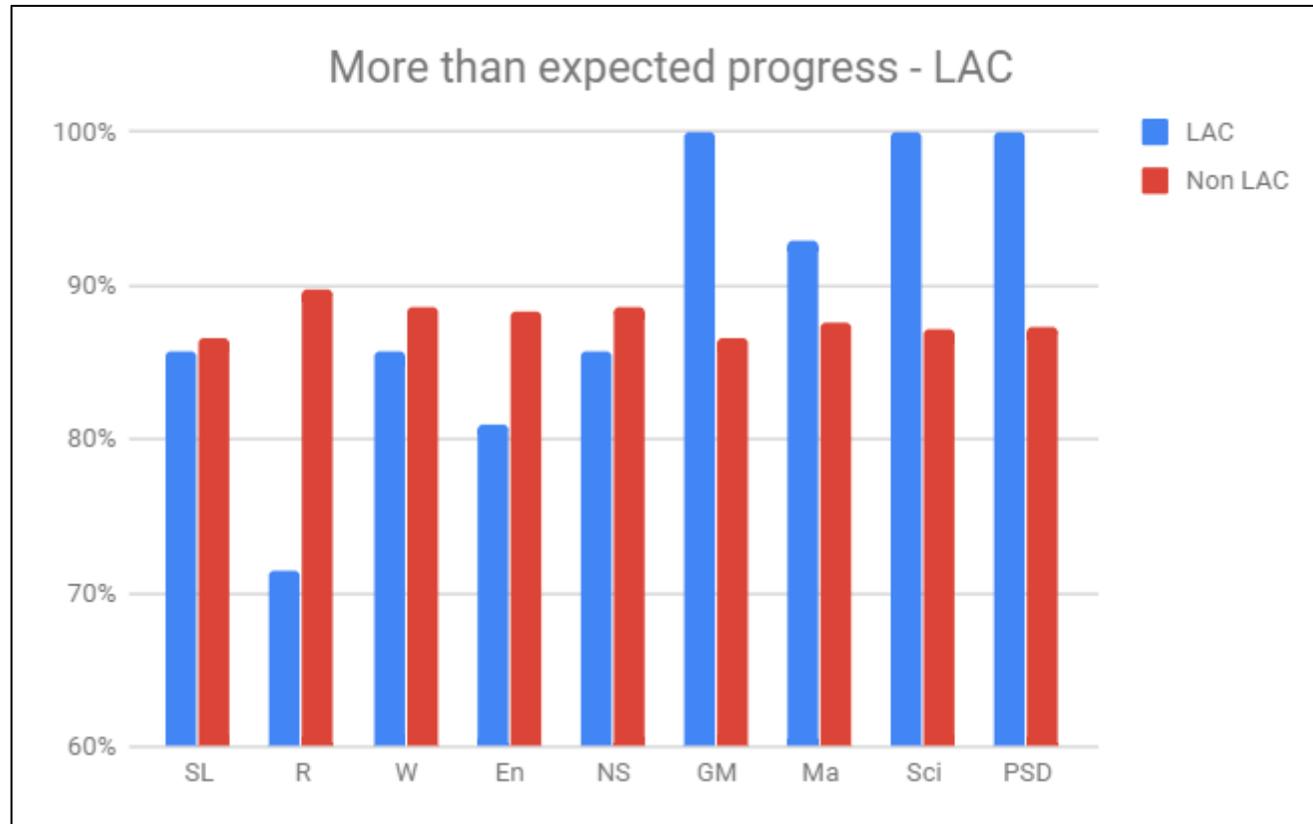
	SL	R	W	En	NS	GM	Ma	Sci	PSD
LAC	86%	71%	86%	81%	86%	100%	93%	100%	100%
Non LAC	87%	90%	89%	88%	89%	87%	88%	87%	87%

This shows a gap for English that will need to be monitored next year.

Progress towards EHCP outcomes

Progress towards Educational Healthcare Plan (EHCP) Outcomes is monitored throughout the year. The evidence against EHCP short term outcomes in the key areas (Communication and interaction, Cognition and learning, Sensory, motor and physical, Social skills, mental and emotional health, Independence and community) is collected during Annual Reviews and through Personal Learning Plan days.

Whole School	• Occupational Therapist • Additional in-class support
Interventions	• Mentoring • Girl's Group • Boy's Group • Literacy Club
Individual pupils	• Behaviour Support • Curriculum Support • Yoga

Woodfield School 2017 – 2018 Interventions
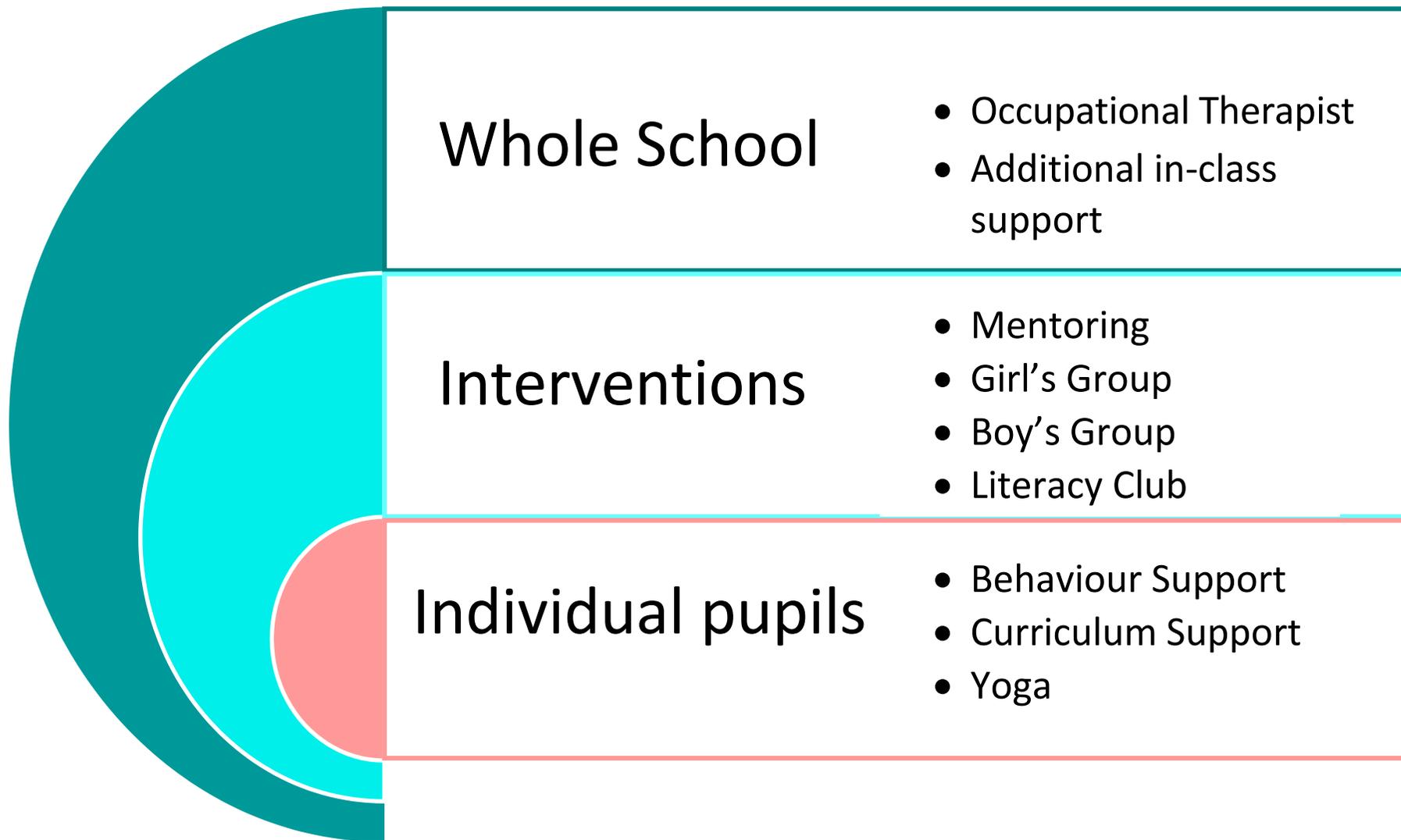
Barrier to learning	Desired Outcome	Intervention	Aspect	Cost	Evidence of Impact rating (based on EEF – see page 16)	Monitoring	Impact of the intervention
Sensory needs are not being met. OT needs are not being met for the pupils. EHCP requirement not being met	Updated assessment of the pupils' OT needs is planned and on-going. OT setting up programmes for pupils and available for consultation with staff and parents.	OT employed for two days per week from November 2017	Whole School/ targeted support for disadvantaged pupils.	£14414.4	£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +3	OT work schedule monitored by Head of Therapies OT attending Annual Reviews Staff feedback Parental feedback Pupil progress	Pupils' EHCP requirements for OT are being met. Staff have strategies to use for individual pupils. Pupils with greatest need received weekly OT intervention from the therapist.
Poor literacy skills in KS4 impacting on pupil progress	Targeted KS4 pupils who know that their literacy skills are poor, will have improved self - esteem and literacy skills	After School Literacy Club for 32 weeks.	Intervention weekly for pupils	£5356.00	£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4	Sessions led by KS4 Lead Pupil outcomes Parental response	Improvement in pupil self – esteem. Pupils more confident in approaching written tasks. Pupils more ready to read. Improvement in pupil self – esteem. Pupils more confident in approaching written tasks. Pupils more ready to read.

Physical development Participation Behaviour	Pupils able to use Yoga to support physical needs and to help them to relax	Yoga sessions	Individual Intervention	£1195.12	£ £ £ £ £ 🔒 🔒 🔒 🔒 £ +2	Instructor to feedback to staff	Pupils have shown more confidence Pupils are positive about how they can use Yoga Health benefit – supporting relaxation
KS3 pupils who need additional support with numeracy skills		Maths intervention	Interventions	£924.00	£ £ £ £ £ 🔒 🔒 🔒 🔒 £ +4		
Lack of confidence in using money in real life situations	Pupils have the skills and confidence to use money in everyday situations	Tuck Shop	Group intervention	£973.10	£ £ £ £ £ 🔒 🔒 🔒 🔒 £ +5	Teacher/LA supporting the buying and selling of snacks	Growth in confidence shown in using money to purchase food. One pupil still lacked confidence in being involved in the selling and so asked not to do this

Request from parent of KS4 pupil – concerned by his lack of interest in reading	Pupil reading more confidently	Daily reading	One to one intervention	£2259.84	£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 **+4**	Teacher monitoring during daily sessions Pupil and parent feedback	Pupil choosing to remain in the library and continuing to read books
Boys highlighted as needing additional support for emotional and behavioural development	Boys able to manage their emotions and be able to maintain positive relationships and use appropriate behaviour	Y7 Boys-'mentoring'	Group support	£292.82	£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 **+4**	Feedback from staff Monitoring of PTR slips	Positive reduction in PTR slips shown for majority of the group Pupils able to use strategies to support interaction with others
KS3 pupils who were unable to use free time at lunch positively	Pupils will be able to choose an activity during lunch and will develop computer skills	Computer Club	Group intervention	£1225.00	£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 **+4**	Register of attendance Staff monitoring pupil engagement	Became a popular choice Pupils making positive choice to attend club Reduction on lunch time incidents for pupils
Pupils highlighted by referrals from staff	Pupil self –esteem raised which leads to more positive engagement	KS3 and KS4 mentoring	Group and one to one intervention	£1225.00	£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 **+4**	PTR logs Staff feedback	Reduction in PTR slips shown for most pupils Pupils more able to engage in activity and learning with others

Girls highlighted by staff as needing support to develop confidence	Girls confident to take part in activities - empowered	Girls' group	Group intervention	£300.00	£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 **+4**	Staff feedback	Girls showing confidence Girls ready to take part
KS4 pupils who needed support with basic skills	Skills improved and outcomes achieved	Additional English for 5 weeks	Group intervention	£1549.70	£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 **+3**	Monitored against requirements for Step Up to English	Pupils achieved L2
Additional support in class to allow small group working	Outcomes improved for pupils	Additional in-class support	Group intervention	£21969.00	£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 **+1**	Pupil outcomes	Pupils able to work in smaller groups within the class

Additional therapy support needed contribution to cost	More pupils able to access therapy	Therapy support	Group and one to one intervention	£4082.00	£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4	Pupil emotional needs monitored by therapy team	Additional group and one to one therapy sessions available for pupils
PP pupils not accessing residential activities	All PP pupils able to attend residential activities	Contribution towards residential	Group intervention	£300.00	£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +2	Teacher with responsibility for residential activities to liaise with parents/carers	PP pupils supported to take part in residential activity

1. Barrier to Learning Start with the data: Where are the issues/gaps for each pupil?		Governors
• Achievement & Progress data.(En, Ma, Sc, PSHCE) • SEN specific needs • Differentiation • Attendance • Behaviour for learning – PTR records • Participation (in-school activities, community activities) • Home/ community engagement • Parental engagement		Review data presented by school
2. What are the differences in progress between groups of pupils?		Governors
Pupil progress	**Differences**	Compare data with the rest of the school and pupils with similar starting points
Not on track to achieve targets	• Specific gaps in learning in core areas of learning • Behaviours for learning are a significant barrier to progress • Poor attendance is hindering progress leading to significant gaps in learning • Highly complex needs which are stretching school's resources and expertise • Significant communication/ learning needs	

On track to achieve targets	• Progress would increase further if specific gaps in learning in literacy, numeracy or communication were addressed		
Achieved or exceeded targets (i.e gap closed with non FSM pupils)	• Potential to extend learning even further (probably higher attaining pupils)		

3. Desired outcome of Interventions			**Governors**
a. Intended Impact – what you want to achieve?	**b. Evidence collection – How will you know if successful?**		
Diminish Differences in: • Achievement & Progress data.(En, Ma, Sc, PSHCE) • SEN specific needs • Attendance • Behaviour for learning • Home/ community engagement • Parental engagement	**Agree how and when you will collect evidence:** • Progress data • Attendance • Behaviour analysis • Learning behaviours and well-being analysis • Progress towards EHCP outcomes • Parental engagement		Regularly review impact of interventions as part of their core statutory duties
4. Choose appropriate intervention depending on needs of the group or individuals			**Governors**
Individual student support • Yoga • Literacy • Numeracy	**Interventions - small group or 1:1** • Small group time-limited interventions – literacy / numeracy	**Whole-school and community.** Purchase of reading / spelling / language /numeracy schemes & material	Agree funding for interventions based on

• Social Skills • OT • Language skills/ Communication Therapy	• Drama therapy • Tuck Shop • SALT • Occupational therapy Behaviour support		the intended impact, cost of the intervention and security of

5. Monitor and Review Impact of interventions	**Governors**
Establish regular monitoring and review activities: • Progress meetings • Attendance reviews • Learning walks • Subject reports • Therapy reports • PLPs and EHCP reviews • Staff, pupils and parents feedback • Governors review of impact of PP funding **Final Review:** • Annual Report on Impact of Interventions	Review differences made to the learning and progress of disadvantaged pupils as shown by outcomes data and collected evidence
Establish regular monitoring and review activities: • Progress meetings • Attendance reviews • Learning walks • Subject reports • Therapy reports • PLPs and EHCP reviews • Staff, pupils and parents feedback • Governors review of impact of PP funding **Final Review:**	Review differences made to the learning and progress of disadvantaged pupils as shown by outcomes data and

• Annual Report on Impact of Interventions	collected evidence

The Sutton Trust-EEF Teaching and Learning Toolkit and the Early year Toolkit – Evidence

The Sutton Trust-EEF Teaching and Learning Toolkit and The Early Years Toolkit are accessible summaries of educational research. They provide guidance for professionals on how to use their resources to improve learning outcomes for disadvantaged children. Together they cover 46 topics, each summarised in terms of the average impact on learning, the strength of the supporting evidence, and the cost.

The Toolkit is a live resource that will be updated on a regular basis as findings from EEF-funded projects and other high-quality research become available. In addition, we would welcome suggestions for topics to be included in future editions.

Evidence estimates are based on: the availability of evidence, the methodological quality of the primary evidence; and the reliability or consistency of this impact across the studies reviewed.

https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit