



## Pupil Premium Spending and Outcomes Report 2015-16

Pupil premium is a government initiative to raise standards through additional financial support per eligible pupil. The categories of who is eligible are below. Woodlands received a total of £19,300 for supporting these pupils.

Amount brought forward £43,472, of which £27,300 has been allocated to speech and language budget. Remainder will be spent alongside £19,300 as stated below in future plan for Pupil Premium funding 16-17.

Description of eligible pupils	Value of grant
Primary Pupils recorded as known to be eligible for Free School Meals in any of the previous six years (Ever 6 FSM) as well as those first known to be eligible at January 2014	1,323
Secondary Pupils recorded as known to be eligible for Free School Meals in any of the previous six years (Ever 6 FSM) as well as those first known to be eligible at January 2014	935
Pupils eligible for the Service Child premium in 2011-2012, 2012-2013 or 2013-2014, as well as those recorded as a Service Child for the first time on the January 2014 Census (Ever 4 SC)	300
Pupils recorded on the January 2014 School Census who were looked after immediately before being adopted on or after 30 December 2005, or were placed on a Special Guardianship or Residence Order immediately after being looked after. In addition, the Pupil Premium for 2014-2015 will include children adopted from care prior to 30 December 2005 as recorded on the October 2014 school census.	1,900

Additional funding for pupils was also made for those experiencing deprivation and for Year 7 Catch-up funding.

At Woodlands we have chosen to support identified pupils through individual specialist assessments and support, purchase of adapted outdoor play equipment, literacy training for staff, specialist ICT equipment, specialist therapies such as O.T and Theraplay as well as funding used to upskill current staff in areas such as ELSA and specialist communication and sensory support. We ensure that service children get a similar support level to others in receipt of pupil premium as we understand that many of their difficulties result from the challenges of discontinuous home life experiences. Some pupils have accessed our Emotional Literacy Support Assistant to bolster their mental health and well being.

All Looked After Pupils have bespoke packages of support which are managed through the Personal Educational Plan (PEP) and in close liaison with the Virtual School. Service Children have continued to benefit from Emotional Literacy Support Assistant time during the week to support with issues related to parents being away from home.

Progress has been measured in upper, middle and lower quartile progress with reference to progression guidance.

Subjects	<b>(FSM)</b> <u>13 in cohort</u> Reporting on 10 pupils. 2 new pupils have no relevant data yet, 1 pupil on 6 <sup>th</sup> form curriculum				<b>(Adopted or SG/RO)</b> <u>6 in cohort</u>				<b>(Looked After Children)</b> <u>6 in cohort</u> Reporting on 5 pupils 1 pupil on 6 <sup>th</sup> form curriculum				<b>(Overall Scores)</b> <u>33 in whole pupil premium cohort (KS1-4)</u> Reporting on 28-2 pupil in EYFS, 3 IN 6 <sup>TH</sup> form			
	UQ+	UQ	MQ	LQ	UQ+	UQ	MQ	LQ	UQ+	UQ	MQ	LQ	UQ+	UQ	MQ	LQ
English (Reading)	<b>90%</b> 9 pupils	<b>10%</b> 1 pupil	-	-	<b>100%</b> 6 pupils	-	-	-	<b>80%</b> 4 pupils	<b>20%</b> 1 pupil	-	-	<b>88%</b> 25 pupils	<b>9%</b> 3 pupils	-	<b>3%</b> 1 pupil
English (Writing)	<b>90%</b> 9 pupils	-	<b>10%</b> 1 pupil	-	<b>83%</b> 5 pupils	-	<b>17%</b> 1 pupil	-	<b>80%</b> 4 pupils	-	<b>20%</b> 1 pupil	-	<b>76%</b> 21 pupils	<b>12%</b> 4 pupils	<b>9%</b> 3 pupils	<b>3%</b> 1pupil
Maths (number)	<b>90%</b> 9 pupils	<b>10%</b> 1 pupil	-	-	<b>66%</b> 4 pupils	<b>17%</b> 1 pupil	-	<b>17%</b> 1 pupil	<b>60%</b> 4 pupils	-	<b>20%</b> 1 pupil	<b>20%</b> 1 pupil	<b>82%</b> 23 pupils	<b>9%</b> 3 pupils	<b>3%</b> 1 pupil	<b>6%</b> 2 pupils
Computing	<b>90%</b> 9 pupils	<b>10%</b> 1 pupil	-	-	<b>83%</b> 5 pupils	-	-	<b>17%</b> 1 pupil	<b>60%</b> 4 pupils	-	<b>20%</b> 1 pupil	<b>20%</b> 1 pupil	<b>91%</b> 25 pupils	<b>6%</b> 2 pupils	<b>3%</b> 1 pupil	-

## Analysis

There is no significant difference between the overall patterns of progress of the pupil premium children and the rest of the school, we currently see 85% of young people achieving good or outstanding progress rates. The only pupils who have not made good to outstanding progress are those children who have had significant periods of time out of school due to absence. This has already been noted by class teachers and plans put in place for intervention. Where absence is not due to reasons of sickness, further intervention has been undertaken with individual families resulting in a multi-agency response for two young people.

Resource	Pupils benefitting	Key outcomes
Physical play provision (to increase stamina and physical strength to support learning)	80	<ul style="list-style-type: none"> <li>• Increased mobility.</li> <li>• Opportunities to take risks. (Age appropriate and supervised)</li> <li>• Increased social interaction between year groups.</li> <li>• Development of imaginative play.</li> <li>• Development of fine and gross motor skills.</li> </ul>
Highly specialised Occupational Therapist(assessment, in out and staff training)	10	<ul style="list-style-type: none"> <li>• All staff trained in postural management.</li> <li>• Improved fine and gross motor skills</li> <li>• Increase in engagement and sensory awareness.</li> <li>• Individual support for parents where necessary.</li> <li>• Pupil focused individual support programs for use in classroom.</li> </ul>
Highly specialised Educational Psychologist Support to pupils, advice for staff and pupil's families.	5	<ul style="list-style-type: none"> <li>• Staff supported in behavior management</li> <li>• Improved behavior in school due to consistency at home</li> <li>• Reflective practice from staff-VERP</li> <li>• Precision teaching-Individualized objectives and outcomes</li> </ul>
Read Write Inc training and materials	39	<ul style="list-style-type: none"> <li>• All teaching staff trained in the RWI program.</li> <li>• Support staff trained in RWI program where necessary.</li> <li>• Improvement in individual reading and writing skills</li> <li>• Enjoyment of books</li> </ul>
ELSA- Emotional Literacy Support Assistant	7	<ul style="list-style-type: none"> <li>• Pupils can better manage behavior and moods</li> <li>• Close liaison with families resulting in reduced anxiety for families. Good inter-professional communication.</li> <li>• Developed strategies with pupils and families to facilitate understanding of each other's needs.</li> </ul>
Theraplay- Emotional support-develop communication and age appropriate play.	2	<ul style="list-style-type: none"> <li>• Supportive environment to encourage communication</li> <li>• Age appropriate play</li> <li>• Individualised behavior management</li> <li>• Support and advice for class staff</li> <li>• Training for support staff</li> </ul>

Eyegaze technology	9	<ul style="list-style-type: none"> <li>• Improved communication</li> <li>• Increased independence</li> <li>• Improved engagement</li> </ul>
Specialised ICT/Communication support	9	<ul style="list-style-type: none"> <li>• Improved communication</li> <li>• Increased independence</li> <li>• Improved engagement</li> <li>• Awareness of individual learning needs of specific pupils.</li> <li>• Ability to engage in age appropriate socialization.</li> </ul>

### **Outcome Evaluation**

For the year 15-16, Governors agreed to use Pupil Premium funding to support access to specialist support and resources. The success of individual interventions has meant that there was a continuation from last year's spending in terms of resources bought. Once class staff had identified pupils who may need extra support to reach or maintain expected progress, specialist therapists were invited to work with pupils as well as train and support staff and pupils' families.

The specialist sensory OT, educational psychologist and Theraplay practitioners continue to work directly with pupils as well as liaising with class staff to discuss the emotional, behavioural and sensory wellbeing of students. This holistic approach to the wellbeing of the child has a positive effect on their learning and behaviour.

A focus on meeting individualised communication needs has resulted in the purchasing of eye gaze technology, i-pads and other personalised ICT equipment. The use of this technology has enabled pupils with profound physical disabilities to engage with their surroundings, play in an age appropriate manner and further express themselves. The ability to express likes and dislikes has allowed pupils to express their individual personalities, sense of humour and needs and wants. This technology has increased engagement in learning and young people can express their levels of satisfaction more clearly. .

The development of an adventure playground has enabled pupils to socialise and communicate in a safe and engaging environment. Pupils have been given the opportunity to experience risk taking and exploration in a safe and controlled manner. Benefits are experienced on many levels from this provision.

### **Plans for Pupil Premium spending 16-17**

The use of pupil premium funding will continue to be used to support specific staff to increase their knowledge in the areas of specialist support. Staff will train in the areas of Sensory support, mental health support , occupational therapy, and speech and language. Staff will be supported to upskill, meaning the training can later be shared within the classrooms. Specialist staff can then provide specialist support for pupils, carrying on from their official sessions with therapists. This allows people to increase their skills whilst also maximising the impact of the grants.

As in the previous year we will be purchasing additional input from our educational psychologist to further target pupils whose learning is stalling or temporarily needing further investigation to promote improved achievement. Similarly we will be engaging with increasing amounts of specialist Occupational Therapy advice and intervention targeted towards pupils who are identified as not achieving as well as they can due to sensory integration difficulties.