



Woodkirk Academy

PUPIL PREMIUM IMPROVEMENT PLAN, EXPENDITURE AND IMPACT 2013/14

WHAT IS THE PUPIL PREMIUM?

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at pupils from disadvantaged backgrounds to ensure they benefit from the same opportunities as pupils from less deprived families. Specifically, the Pupil Premium funding supports pupils who are currently in receipt of Free School Meals and pupils in care, or have been in the last 6 years. Pupils whose parents are in the armed services are also entitled to a Service Premium. How the Pupil Premium is spent is monitored closely with all schools accountable for the impact of the money spent.

WHY IS THERE A PUPIL PREMIUM?

Pupils who have been eligible for Free School Meals at any point in their school career have consistently lower educational attainment than those who have never been eligible. In 2009-10 GCSE statistics showed that around a third of pupils who have been on Free School Meals in the previous six years achieved five or more A*- C grades, compared to more than two thirds of their fellow pupils. The main objective is to close both the attainment 'gap' and achievement 'gap' between pupils from disadvantaged backgrounds and pupils from less deprived families.

School Allocation

Woodkirk Academy was allocated £328,500 of Pupil Premium funding during 2013-14, for 365 pupils.

RESULTS – KS4 (Key Stage 4)

Year 11	2013(%)	2014(%)	National Average for Non Pupil Premium pupils (%) (Using 2013 national data)	Woodkirk Pupil Premium to National Non Pupil Premium Gap
5A*-C including English & Maths Pupil Premium	49	60	65	-5
5A*-C including English & Maths Non Pupil Premium	74	82	N/A	N/A
Gap	-25	-22		
English 3 Levels of Progress Pupil Premium	55	81	74	+7
English 3 Levels of Progress Non Pupil Premium	80	96	N/A	N/A
Gap	-25	-15		
Maths 3 Levels of Progress Pupil Premium	62	78	76	+2
Maths 3 Levels of Progress Non Pupil Premium	86	89	N/A	N/A

Gap	-24	-11	
-----	-----	-----	--

As can be seen from the table above the 'within school' gap for 5 A*-C including English and Mathematics has decreased and the 'within school' gap for both English and Maths 3 Levels of Progress has decreased significantly. Furthermore, Woodkirk Academy's Pupil Premium pupils have outperformed national non pupil premium pupils in both English and Maths 3 Levels of Progress. This demonstrates the improvements made by our most disadvantaged pupils and shows that disadvantaged pupils who attend Woodkirk Academy outperform non disadvantaged pupils nationwide. This has been achieved by the hard work and dedication of pupils, staff and parents and by the successful implementation of the strategies outlined below.

RESULTS – KS3 (Key Stage 3)

Year 7	2013 Average Levels of Progress Per Pupil	2014 Average Levels of Progress Per Pupil
Maths Pupil Premium pupils	2.1	2.6
Maths Non Pupil Premium pupils	2.9	3.1
Gap	-0.8	-0.5
English Pupil Premium pupils	1.8	2.9
English Non Pupil Premium pupils	1.8	2.9
Gap	0	0
Year 8	2013 Average Levels of Progress Per Pupil	2014 Average Levels of Progress Per Pupil
Maths Pupil Premium pupils	1.5	2.0
Maths Non Pupil Premium pupils	2.0	2.3
Gap	-0.5	-0.3
English Pupil Premium pupils	1.7	2.8
English Non Pupil Premium pupils	2.0	3.1
Gap	-0.3	-0.3

At KS3 pupils are expected/targeted to make 2 sublevels of progress per year E.g. 4c to 4a. In both years 7 and 8 pupils are achieving this target, in both Maths and English. This includes the Pupil Premium pupils. Indeed, the achievement of pupils has increased across all cohorts since 2013 and the gap between the progress of Pupil Premium pupils and non-Pupil Premium pupils has closed or been maintained.

1. LEADERSHIP STAFFING (£56,000)

- Assistant Headteacher to coordinate provision for pupils who are entitled to the Pupil Premium.
- 2 Associate Assistant Headteachers to assist in the provision for pupils who are entitled to the Pupil Premium.

Impact

The Academy analysed both national research, such as the Sutton Trust Toolkit, alongside local knowledge to ensure that the Pupil Premium Fund was well targeted at appropriate initiatives and interventions. These initiatives and interventions formed this Pupil Premium Improvement Plan and were regularly monitored and scrutinised to ensure that maximum impact was being made. Moreover, the regular and thorough reporting of pupil progress/attitude/attendance also allowed the Academy to ensure that relevant pupils were receiving appropriate interventions, be they for academic, behavioural or attendance support. Employing an Assistant Head and two Associates to support Pupil Premium also allowed for regular discussions with Heads of Departments to discuss progress, strategy and opportunities to drive forward initiatives relating to attendance, careers and behaviour support. The Academic Intervention Team consisting of 2 English staff, 2 maths staff, 2 foundation subject staff and 3 HLTAs (Higher Level Teaching Assistants) all of whom were utilised well to intervene with relevant pupils. Enhanced leadership capacity allowed for greater communication, direction, structure, quality assurance and accountability throughout the year. Mentoring pupils was a key factor in the successes the Academy has had this academic year. Having three leaders devoted to implementing the whole plan has enabled a greater number of pupils to receive valuable support and ensured greater consistency and sustainability.

2. IDENTIFICATION OF STUDENTS WHO ARE ENTITLED TO THE PUPIL PREMIUM (£10,000)

- All staff are aware of the students who are entitled to the Pupil Premium through both SIMS (Student Information Management System) and the OPT (Omni Progress Tracker) reporting system, with photo sheets and notes pages on each student available.
- Information relating to students with specific educational needs is also available to staff through links in the OPT reporting system.
- All past reporting data (behaviour, attitude to learning, homework, organisation, target grades and current grades) are readily available to raise staff awareness of individuals.
- Sample Quality Assurance to gauge staff awareness of who Pupil Premium pupils are and the subsequent impact within the classroom.
- Staff regularly asked to report on the progress of students who are entitled to the Pupil Premium and intervention strategies for individuals shared within and outside departments to further raise awareness.
- Full Quality Assurance including lesson observations to measure the impact of the strategies that have now developed.

Impact

Through SIMS, OPT, regular reporting, regular analysis, performance management and from being a regular item on meetings agendas **ALL** staff including subject teachers, Personal Tutors and Form Tutors are now fully aware of **ALL** pupils eligible for the Pupil Premium. This information empowers the teacher to take greater responsibility for an individual's academic progress but also any wider issues that may be a barrier to their academic or social progress. Through the sample and full quality assurance of lesson observations the identification of pupils eligible for the Pupil Premium was further heightened and also provided the opportunity to identify and share the good and outstanding practice that was taking place.

3. SPECIFIC STAFFING (£ SEE INDIVIDUAL CATEGORIES BELOW)

- 2 Specialist Maths teachers to deliver 1 to 1 and small group intervention.
- 2 Specialist English teachers to deliver 1 to 1 and small group intervention.
- 3 HLTAs to support in core subject areas.
- 2 members of staff appointed to deliver intervention across all subject areas.
- Learning Mentors.
- Attendance Officer.
- Home Liaison Officer.
- Behaviour Support Worker.
- External Counsellor employed for identified pupils.
- Careers Advisor.
- Primary Liaison Coordinator.
- EAL (English as an Additional Language) Tutor.

(i) Academic Intervention, Staffing and Resources (£143,000)

- Using the OPT reporting system, and with the support from Heads of Department, students in all year groups who are underperforming in Maths and/or English are given 1 to 1 or small group support delivered by specialist teachers, members of the intervention team and the HLTAs.
- Using the OPT reporting system and with the support from Heads of Department, students from other subject areas in Year 11 are also supported by the members of the intervention team through small group support and in-class support.
- Year 11 students are specifically targeted for holiday workshops with dedicated subject specialists.
- Year 8 students who require additional support making the transition to GCSE receive additional Maths and reading in the final half term of the year using student teachers, sixth form students and Teaching Assistants.
- The Accelerated Reader Scheme has been purchased to ensure all students receive additional reading support in KS3.
- All interventions are logged and tracked which provides Woodkirk Academy with excellent reporting and monitoring procedures.
- Sixth Form students give up their free time to support KS3/4 students with their Maths, English and other subjects both within timetabled lessons and after school.

Impact

See KS4 and KS3 results tables above.

(ii) Mentoring (£15,000)

- Students who are underperforming across a number of subjects in each year group have been identified as part of a focus group. They receive academic support as part of a holistic programme which also includes mentoring by the Assistant Headteacher/Associate Assistant Headteacher; specifically targeted support from Mentors, Form Tutors and Personal Tutors; and regular contact with parents.
- Year 11 students are mentored by members of the intervention team during Form Time and Personal Tutor time to offer support with managing workload, organisation, examinations and career opportunities.

Impact

During mentoring sessions at Woodkirk Academy identified Pupil Premium pupils meet with staff for a variety of topics depending on the student and where they need to improve. Mentors support pupils with organisation and equipment allowing them to

be fully prepared for lessons and ensuring they are equipped whilst studying at home. This helps pupils to avoid any sanctions and help create a more positive learning experience.

Punctuality is another focus for the mentors. During mentoring we have highlighted the importance of being on time and we have set mini targets for each individual to achieve. This also has a big impact on students in terms of attendance.

As staff we aim to improve certain individual's attitude towards their learning. This has involved staff going into lessons to observe behaviours with subsequent mentoring sessions. In general this has had a positive outcome. Mentors liaise with subject teachers to ensure mentoring support is appropriately focused. Teachers have also observed the aforementioned positive impact.

For some students confidence can be an issue and as staff we aim to help our students develop socially so that they become more confident. Helping a student become more confident tends to have an impact on their learning as they feel they can approach staff with regards to their subject as well as participating more in the classroom.

Many students find it difficult to revise independently because they don't have the skills to do so. In Form Time during exam season we make sure that our students are preparing for their exams in a productive manner. We do this by teaching the students a variety of exam revision techniques and finding which one best suits them. This has created a positive outcome for our students as they can now revise independently at home knowing they are using an effective method. As well as this we help students create a revision timetable which allows them to manage their revision time making sure they dedicate time appropriately to each subject. Again, this has had a positive impact as it contributes to a student's time management development.

As well as developing a student's skills we also offer support with specific pieces of work such as coursework. Obviously this has an immediate impact as the student will be able to hand in work to their teacher which will be of a good standard.

(iii) Social and Emotional Support (£35,000)

- One to one and small group support with our learning mentors and Behaviour Support Worker
- External Counsellor employed for identified pupils
- Some students are given the opportunity to follow bespoke programmes and courses either on-site or at alternative educational establishments for either medical or behavioural reasons.

Impact

31 Pupil Premium pupils have welcomed the opportunity to be supported through external counselling on a weekly basis. Pupils have been supported with their specific needs including confidence building, attendance, behaviour, emotional awareness and social skills. This has been well received by pupils.

Many Pupil Premium pupils have utilised the support and have been directed to the support of our in-school behaviour support workers. Below is a case study of the type of impact our staff have had.

I was introduced to pupil X in April 2013. At this time they had just returned from a managed move which had been unsuccessful.

X was a very angry and stubborn pupil and it took me a long time to gain any sort of relationship with them. It was obvious they were in need of some extra support at school.

X didn't cope well in mainstream school and was based in our Alternative Learning Centre at this point. They were on a reduced timetable doing half days to meet their needs. I saw X daily during this time and we worked together looking at better ways of coping when they got angry. We also worked on building relationships with adults and how to speak to them in a more appropriate manner.

X's disruption in lessons was mainly low level, however, it was when they were challenged for this behaviour that they would get into arguments with staff and often become abusive and aggressive. X frequently absconded from school when not getting their own way.

In May 2013, we organised for X to be educated off-site part-time. This has been very successful and X continues to attend there over a year later.

X's home life has also been somewhat difficult in the past. We made a referral to the cluster to see if more family support could be offered, this was successful and the family have had support from an allocated family support officer since May 2014.

Since this support started, there has been a CAF (Common Assessment Framework) opened on the family. This CAF was registered in mid-March 2014. This has been extremely beneficial.

X's attendance record has risen by 2% in comparison to this time last year.

I have seen a huge change in X over the past year; they are calmer, more mature and have a much better attitude to learning. Behaviour has improved immensely.

(iv) Attendance Officer and Parental Engagement (£18,000)

- Information about revision workshops.
- Information about free breakfasts.
- Information relating to the successes that a student has E.g. awards, holiday workshop attendance, intervention attendance, effort, attitude to learning etc.
- Information relating to the importance of good attendance.
- Targeted students' parents are contacted to discuss the opportunities for additional resources, 1 to 1 or small group intervention and careers advice, in addition to any other matters in which the Academy could provide support.
- Prior to parents' evenings parents are sent a letter to encourage them to attend.
- Our attendance officer prioritises students who are entitled to the Pupil Premium with regard to attendance and punctuality issues.

Impact

	2013	2014
% Sessions Missed due to overall absence – Pupil Premium	9.2	8.3
% Sessions Missed due to overall absence – Non Pupil Premium	4.6	3.8
Gap	4.6	4.5
% Persistent absenteeism (of 85% or less) overall absence – Pupil Premium	11.5	8.1
% Persistent absenteeism (of 85% or less) overall absence – Non Pupil Premium	2.7	3.0
Gap	8.8	5.1

The % overall absence for Pupil Premium pupils has significantly reduced during the last academic year and the gap has slightly closed. The persistent absenteeism for Pupil Premium pupils and the gap between persistent absenteeism in Pupil Premium and non-Pupil Premium pupils have both reduced significantly.

(v) Careers (£15,000)

- An external careers advisor is employed by Woodkirk Academy to interview and give advice and guidance on progression to Year 9, 10 and 11 pupils. Pupil Premium pupils are prioritised and sessions delivered where necessary on relevant careers. Presently, all Year 11 students receive an individual 'interview' to support them with their college applications. Additional consultations have been made available to any student who wishes to receive further support with their post-16 transition routes. Aspiration events are also held for targeted students.

Impact

Forty three Pupil Premium pupils in Year 11 have been supported through individual interventions by the Careers Adviser. Most of these initially took the form of general discussion about job ideas and identifying suitable Post 16 routes. In addition to this, support was given with Sixth Form and College applications as well as CV writing and apprenticeship applications. Some students were seen several times if they required additional support. The Effective Transitions Personal Adviser Connexions worker also intensively supported nine Year 11 Pupil Premium pupils. These students were identified as potential NEETs (Not in Employment, Education or Training) and have been getting more intensive help to overcome barriers and make a positive transition into education at the end of Year 11. This has ensured that our most disadvantaged pupils can make informed decisions about their courses and choices and be well prepared for their future lives beyond school. All Year 11 Pupil Premium pupils have had a September Guarantee offer of a place at Sixth Form, College or Training Provider. From the previous academic year 2012/13 only one Year 11 Pupil Premium pupil was NEET.

(vi) Transition from KS2 to KS3 (£6,000)

- Appointment of a Primary Liaison Coordinator to ensure the successful transition from Primary to Woodkirk Academy.
- A week long Summer School for students who are entitled to the Pupil Premium delivered by Woodkirk Academy staff including educational trips and in-school activities.
- A cohort of students who are entitled to the Pupil Premium in Year 7 took part in the 5 week Leeds2Success business project focussing on entrepreneurship at the White Rose Retail Centre.

Impact

We arrange extra visits for 'vulnerable' Pupil Premium pupils who get an extra guided tour of the school, a free lunch and free stationery such as Woodkirk pens on top of the normal Induction Evening and Induction Day received by their peers. Maths puzzle mornings are organised for Year 6 students where we target Pupil Premium pupils and they receive refreshments and a greater experience of the school. English staff gave up their time to go and work in our main feeder schools with targeted Pupil Premium pupils in year 6 before they come to Woodkirk. We have organised Modern Foreign Language cultural events such as Song for Morley and the Boules competition where Year 6 Pupil Premium pupils compete against current Year 7 students. An extra visit from their Primary School Learning Mentor is arranged 6 weeks into Year 7 at Woodkirk.

25 Pupil Premium pupils took part in the Year 6 Summer School which was centred largely on English and literacy and delivered by the Head of English and the KS3 English Coordinator. The pupils took part in a variety of activities to promote opportunity, engagement and attainment, including a 2 day trip to London, which took in a West End Show. The effect of the Summer School can most clearly be seen by the Year 7 progress outcomes tabulated above which shows on average Pupil Premium pupils making 2.9 sublevels of progress in Year 7, almost a full sublevel above national expectations for ALL pupils.

(vii) EAL Tutor (£4000)

- Worked with two EAL students whose written and verbal English was very poor and clearly a massive barrier to their progress.
- 1 day per week during and after school either in lessons supporting the pupils or withdraw from lessons for additional English depending on the subject or timetable commitments.

Impact

One of the pupils improved their English GCSE grade from an E- at the start of the year to a C by the end of the year and met target in all subject areas. The other pupil improved by a full level in KS3 English throughout the year and met target in 9 out of 10 subject areas.

4. STAFF TRAINING (£5000)

- Attendance at the Pupil Premium Conference for the Assistant Headteacher responsible for the provision of the Pupil Premium.
- Collaboration with colleagues at other schools to share knowledge, skills and strategies to support the targeted students.
- Staff CPD (Continuous Professional Development) session to raise awareness and work on strategies to particularly support targeted students.
- Staff CPD session to improve literacy and marking and feedback.
- Regular Quality Assurance of literacy (during form tutor time) and marking and feedback to identify development needs and areas of outstanding practice.
- Training for members of the intervention team and Teaching Assistants to better support pupils with the Accelerated Reader scheme.

Impact

The Sutton Trust recognised Marking and Feedback as a key factor in improving pupil progress. Following extensive training, Quality Assurances now show all teaching staff to be good/outstanding for their marking and feedback and pupils are now fully trained in responding to the feedback independently to enhance their progress. The impact of the form time literacy can be best demonstrated by the fantastic outcomes for Pupil Premium pupils at both KS3 and KS4 English. See KS4 and KS3 results tables above.

5. REWARDS (£3,000)

- 50 year 11 pupils were part of the 'Race for Success' initiative where they were placed in 10 teams of 5 and mentored by a member of the senior team over a 10 week period in the run up to their GCSE examinations. Members of each team earned merit points from subject teachers for the efforts they put into their work. The best performing individuals and team at the end were rewarded financially as well as 'spot' prizes being awarded on a weekly basis. Not only did this give the potential for financial rewards but also gave a competitive edge.
- Students who were entitled to the Pupil Premium were recognised and rewarded with certificates at assessment points throughout the year.
- Students who were entitled to the Pupil Premium who have been particularly successful are rewarded annually at the Awards Evening.
- Letters were sent home to parents following successful revision programmes during term time and successful revision workshops during the holidays.
- LAC (Looked After Children) were rewarded annually by the Local Authority at a special rewards evening held for all schools in the locality.

Impact

Impact from Race for Success

Quantitative feedback

Behaviour, Achievement, Homework and Organisation grades – 38/50 students improved their grades.

- 5A*-C including English and Maths – 19 of the pupils were on track prior to the initiative and 32 of the pupils achieved this measure in their actual GCSE results.

Qualitative feedback

- Staff feedback - A significant majority of those staff surveyed considered the initiative to have had a positive effect on pupils' attitude and progress.
- Pupil feedback – The majority of the pupils involved found the initiative both beneficial and enjoyable.
Responses included:
'Makes you work harder'
'It's competitive'
'It's something to work towards'
'Get the opportunity to meet with people you wouldn't normally speak to and get to meet with the Head'
'Improve the way I work in lessons'
- Pupils were asked if they had noticed a change in their behaviour.
Responses included:
'Now aware what the requirements are for Sixth Form'
'Better results'
'Tried to work harder'
'Got more praise from staff'
'Better concentration'

- A significant majority had found the meetings with the SLT useful.
Responses included:
'Can talk about your achievements that week'
'Looked at revision strategies'
'Can compare your own progress with others in your team'
'Could discuss how to improve'
'Helped with motivation'
'Got to discuss tactics'
'Got free bacon sandwiches!!'

6. NUTRITION (£2,000)

- Students who receive Free School Meals have the opportunity of a free breakfast every Monday, Wednesday and Friday prior to the start of the school day
- Holiday revision workshops and some after school workshops provide students with a free meal/snack

Impact

On average 20 pupils took advantage of the free school breakfast on a daily basis.

7. OTHER (£16,500)

- Various subject specific textbooks and revision workbooks/CDs.
- Additional subject specialist staff employed to help deliver holiday workshops.
- Practical equipment E.g. construction boots and clothing.
- Examination fees outside the school curriculum E.g. music examination fees.
- Hardship allowances for food and clothing.
- Payment for educational school trips where appropriate.

Impact

Poet for a Day

The external poet ran four workshops throughout the day with over 150 students participating from every year group.

The poet commented repeatedly on how brilliant, switched on and enthusiastic the pupils were and how much he had enjoyed working with them.

An excellent day that inspired many, it clearly gave students an insight into a vibrant and dynamic art form they may not have encountered before.

The English Department used one of the poet's poems and across the board the depth of engagement and detail that went into planning and completing the piece was extraordinary - by far the best piece they have generated with the weakest students easily achieving the highest marks they have all year.

Moreover, for those Pupil Premium pupils who are least likely to be able to access this kind of cultural event external to school it has given them a valuable insight into the different artistic avenues open for exploration both as something to watch or better still to get involved with.

'Of Mice and Men': GCSE Literature Theatre Trip

In March 2014 the English department took 44 Year 11 students to see the nationally acclaimed theatre production of 'Of Mice and Men' at the West Yorkshire Playhouse in Leeds.

The impact of the experience has been on a variety of levels both in terms of the students' academic opportunities and personal development.

The primary impetus for the visit was to promote a focused engagement with their examination text which represented a large percentage of their overall final GCSE English Literature result. A majority of the students Involved had recently been converted to studying for their GCSE English Literature after previously only focusing on the GCSE English course.

The theatre performance enabled students to form alternative interpretations, engage with the characterisation of key characters within the text, consider in an alternative form the symbolism/imagery used by the author, be able to consider analytically the vernacular language that Steinbeck uses and develop a more tangible understanding of the socio-political and historical context of the novel as a whole. All of these skills are assessed through the examination that they went on to sit in June.

This theatre visit also enabled the students to experience a drama performance, which they may not have had the opportunity to do so otherwise. The cohort of students that we took represented a variety of different backgrounds which may have prevented them from this experience normally.

Impact of PP Funding on MFL pupils 2013-14

Pupil Premium pupils were all bought language specific dictionaries to use in school but more importantly at home. These dictionaries gave pupils a chance to be independent in their learning and helped with homework projects in Years 7 and 8, where pupils had to create their own projects. They are vital for our KS4 Pupil Premium pupils as a tool to use not only in preparing for controlled assessments but also in the actual exam. It is a huge advantage for pupils to be used to their own dictionary when it comes to controlled assessment time. All the dictionaries have substantial verb tables in the middle section (unlike cheaper alternatives) which improve pupils' ability to use tenses (and as a result, better chance of improving their GCSE grade).

Additional subject staff employed during holidays

See KS4 and KS3 results table above