



Woodkirk Academy
&
The Sixth Form @ Woodkirk Academy

PUPIL PREMIUM IMPROVEMENT PLAN, EXPENDITURE AND IMPACT 2017/18

WHAT IS THE PUPIL PREMIUM?

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families. Specifically, the Pupil Premium funding supports students who are currently in receipt of Free School Meals and students in care, or have been in the last six years. Students whose parents are in the armed services or adopted from care 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?

Students 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 students who had 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 students. The main objective is to close both the attainment 'gap' and progress 'gap' between students from disadvantaged backgrounds (Disadvantaged students) and students from less deprived families (Other students).

School Allocation

Woodkirk Academy was allocated £314,147.92 of Pupil Premium funding during 2017/8, for 322 students (20.9% of the full cohort).

RESULTS – KS4 (Key Stage 4)

Year 11	2016	2017	2018	3 Year Average	National Average for Disadvantaged students (2017 data estimates)	Woodkirk Disadvantaged students (3 Year Average) to National Disadvantaged students Gap	National Average for Other students (2017 data estimates)	Woodkirk Disadvantaged students (3 Year Average) to National Other students Gap
Progress 8 Disadvantaged students	0.28	0.40	0.28	0.32	-0.28	+0.60	0.10	+0.22
English Progress 8 Disadvantaged students	0.19	0.00	0.05	0.08	-0.25	+0.33	0.08	+0.00
Maths Progress 8 Disadvantaged students	0.10	0.09	0.47	0.22	-0.26	+0.48	0.08	+0.14
EBacc Progress 8 Disadvantaged students	0.24	0.44	0.14	0.27	-0.31	+0.58	0.12	+0.15
Other Basket Progress 8 Disadvantaged students	0.50	0.83	0.43	0.59	-0.28	+0.87	0.10	+0.49
Attainment 8 Disadvantaged students	51.15	43.50	44.1	46.27	39.25	+7.02	50.15	-3.88
Basics Disadvantaged students (Grade 4+)	66%	46%	70%	61%	38%	+23%	71%	-10%
Basics Disadvantaged students (Grade 5+)	N/A	30%	35%	33%	25%	+8%	49%	-16%

As can be seen from the table above, Woodkirk Academy's cohort of Disadvantaged students has significantly outperformed National Disadvantaged students across all Key Performance Indicators in each of the last three years. Indeed, Woodkirk Academy's Disadvantaged cohort has also outperformed national Other students across many of the Key Performance Indicators, during this time period. Progress 8, which is the measure that takes into account the results of all students across a wide range of subjects, is 0.22 higher than that achieved by National Other students across the three year average. This is truly outstanding. Also in terms of progress, Mathematics, English, the English Baccalaureate (EBacc) suite of subjects and the foundation subjects matched/outperformed the performance of National Other students in their relative Progress 8 results, across the last three years. Regarding attainment, the gap for Attainment 8 and Basics are also relatively small, and considering the relative starting points between Woodkirk's Disadvantaged students and National Other students, this is again excellent. On the whole an outstanding performance from our Disadvantaged cohort of students and looking at the three year trend, the results are outstanding year on year.

At +0.24, Woodkirk's Other students' progress has been graded as significantly higher than national averages, and the progress made by Woodkirk's Disadvantaged students outperformed the Other students (+0.28), which emphasises just how well they have performed.

These fantastic outcomes are attributed to the hard work and commitment from students, parents and Woodkirk Academy staff and are a result of the many strategies outlined below that have been in place for the last few years:

1. LEADERSHIP STAFFING (£25,000)

- Vice Principal to coordinate provision for students who are entitled to the Pupil Premium.
- 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 to ensure impact and value for money. Attendance at the Pupil Premium Conference (2013, 2015, 2017) for the Vice Principal responsible then followed which not only reinforced the need for the strategies below but gave the opportunity to network with other schools. This led to various CPD sessions where staff were trained to improve marking and feedback, improve students' literacy skills across the curriculum and a session to collaborate with colleagues to share knowledge, skills and strategies to support Disadvantaged students. One to one tuition, albeit expensive, small group tuition and peer tutoring were also seen as having high, measurable impact and this is the area that the majority of our financial resources have been targeted, to huge effect. Of the strategies not directly linked to achievement we chose to focus heavily on parental engagement, behaviour and social and emotional support, because once again these were recognised by the Sutton Trust Toolkit as having a positive impact and areas the school had identified as barriers to success.
- Public access to other schools' websites such as previous Pupil Premium Award winners and those schools identified by the Department for Education and Ofsted as high performing also provide excellent ideas on how we can develop or re-shape strategies.

Impact

See KS4 outcomes

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 student progress/attitude/attendance also allowed the Academy to ensure that relevant students were receiving appropriate interventions, be they for academic, behavioural or attendance support. Employing a Vice Principal to champion Disadvantaged students also allows 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 an English teacher, a maths teacher, and 3 HLTAs (Higher Level Teaching Assistants) were all utilised well to intervene with relevant students.

Feedback to students is seen as having huge impact and now, following extensive training, Quality Assurances show all teaching staff to be good/outstanding for their marking and feedback and students are now fully trained in responding to the feedback independently to enhance their progress. Woodkirk Academy has been identified by the Local Authority as the 'go to school' with regard to Disadvantaged students and has now specifically supported numerous schools as well as being asked to produce a training document that was circulated to all schools in Leeds by the Authority Lead on Disadvantaged students.

See Appendix 1 for a copy of the training document

2. IDENTIFICATION OF STUDENTS WHO ARE ENTITLED TO THE PUPIL PREMIUM (£5,000)

- 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 available for each student.
- 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) is readily available to raise staff awareness of individuals.
- Sample Quality Assurance to gauge staff awareness of who Disadvantaged students are and the subsequent impact within the classroom.
- Staff are regularly asked to report on the progress of students who are entitled to the Pupil Premium and intervention strategies for individuals are shared within and outside departments to further raise awareness.

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** students eligible for the Pupil Premium. This information empowers the teacher to take greater responsibility for both an individual's academic progress and 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 students 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)

- 1 Specialist Maths teacher to deliver 1 to 1 and small group intervention.
- 1 Specialist English teacher to deliver 1 to 1 and small group intervention.
- Additional staffing in core subjects to support intervention.
- 3 HLTAs to support in core subject areas.
- Learning Mentors.
- Family Liaison Officer.

- Behaviour Support Worker.
- 3 External Counsellors employed for identified students (Life Coaches).
- Careers Advisor.
- Attendance Officer
- Primary Liaison Coordinator.
- Transition Team

(i) Academic Intervention, Staffing and Resources (£140,000)

- Using the OPT reporting system, and with the support from the Directors of English and Maths, target 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 are also supported by members of the Intervention Team through small group support and in-class support.
- Years 10 and 11 students are specifically targeted for holiday workshops with dedicated subject specialists.
- Years 7 and 8 students who require additional support making the transition to GCSE receive additional Maths, literacy and reading throughout the year, supported by HLTAs and Teaching Assistants.
- The Accelerated Reader Scheme has been purchased to ensure all students receive additional reading support in KS3.
- 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 outcomes

See Appendices 2-4 for Academic Intervention Case Studies.

(ii) Social and Emotional Support (£40,000)

- One to one and small group support with our Learning Mentors and Behaviour Support Worker.
- External Counsellors employed for identified students.
- 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

55 Disadvantaged students have welcomed the opportunity to be supported through external counselling on a weekly basis. Students have been supported with their specific needs including confidence building, attendance, behaviour, emotional awareness and social skills and this has been well received by students. Many Disadvantaged students have also been directed to our in-school Behaviour Support Workers.

See Appendices 5 to 6 for Family Liaison Officer Case Studies

See Appendices 7 to 9 for Behaviour/Emotional Support Worker Case Studies

(iii) Careers (£15,000)

A Careers Advisor is employed by Woodkirk Academy to interview and give advice and guidance on progression to Years 9, 10 and 11 students. Disadvantaged students are prioritised and sessions delivered where necessary on relevant careers. 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

A total of 51 Disadvantaged students in Year 11 have been supported through individual interventions by the school Careers Advisor. These took the form of general discussions around career aspirations, as well as supporting students in making their post 16 option choices.

Those students attending off-site provision such as Southway and Grafton have been visited at their place of study to ensure they also receive advice. These students needed more intensive support and were seen several times by the Careers Advisor throughout the academic year and over the summer holidays, to ensure a positive transition.

Most Disadvantaged students in school were seen a number of times to support them in completing applications for Sixth Form, college and apprenticeships.

Even those Disadvantaged students that had not accessed support on an individual basis have been seen and checked to ensure they had plans in place for September 2018. All Disadvantaged students had a September Guarantee offer of a place in Sixth Form, College or Apprenticeship. Students were followed up in September to ensure they had started at College/Sixth Form. All but one of our Disadvantaged students have started at their chosen provision and our Careers Advisor is working closely with the student to find a suitable Sixth Form provider.

See Appendices 10 to 11 for Careers Support Worker Case Studies

(iv) Attendance Officer and Parental Engagement (£25,000)

- Parent/Student Mathematics workshops
- 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

Parent/Student Mathematics workshops

During the second term of the 2017/18 academic year the Maths Department ran a series of six sessions for parents and students in Year 11, targeting the Disadvantaged students. The sessions were designed to engage parents in the GCSE Maths course, not just by 'teaching' them some of the content but to raise the profile of the subject, increase their confidence in assisting their son/daughter and to raise the attainment of the students through time spent working on the subject with parents. Academic studies have shown that time spent with parents and students working together has a positive impact on attainment and this is something we all know to be true for primary age students so we felt this strategy should be adopted at KS4.

For the session of six 'lessons' we invited 15 students to attend for six weeks with their parents for 90 minutes sessions. The sessions focussed on some of the key Grade 4 topics at GCSE and the extended questions that these students sometimes struggle with. The parents that attended the sessions were very appreciative of the time and effort that had been put into them; they fed back that they felt better prepared to help, had a better understanding of the content and style of the GCSE maths course and understood better the areas of strength and weakness of their son/daughter.

Attendance

This year we specifically targeted Disadvantaged students as a priority to be invited into school to attend parental meetings with the Attendance Improvement Officer (AIO) and Year Tutors to discuss the impact of attendance on attainment and to offer support. All students below 93% receive letters each half term, the severity of action increasing dependent on progress. A letter was sent to parents inviting them to attend. A text reminder was also sent and follow up letter sent with Attendance Review Contract included or to express concern for non-attendance at the meeting and continue to offer support. Those students whose attendance was identified as a concern were placed on Fast Track at the start of the academic year, with a focus on Year 11 students being informed of the impact that absence was likely to have on their personal attainment. Parents were provided with information leaflets with regard to school attendance and the supportive services that we can offer.

Impact

11 of the 23 students targeted were Disadvantaged. Of these 11, seven Parents attended meetings; four did not attend but all were contacted by telephone or in writing to express concern at their non-attendance. All Parents were invited in writing, with letters being posted home and additional copies being handed to students. This was also followed up with a reminder text message. Despite non-attendance at some of the meetings, the majority of students improved for a minimum of four weeks directly following the review week. Seven cases showed sustained improvement, six were monitored on the Fast Track system and four cases did not improve because holidays in term time were taken. All families where holidays were taken received a penalty notice.

Of the 23 students throughout the year placed on Fast Track, 11 were disadvantaged. These targeted students were monitored daily by the AIO; texts and phone calls home were made and parents were informed in writing about the need for evidence to support absences.

Of the Fast Track Disadvantaged Cohort –

13 Penalty Notices were issued for holidays in term time

8 students have accessed nurture facility provision

10 students accessed pastoral support from Learning Mentors or external counsellor

4 students suffering significant Child Protection (CP) issues

1 is Young Carer

1 Student removed from roll to be educated at home

2 students had genuine medical issues

3 students were removed for making significant progress.

20 Disadvantaged students were also removed from their usual Personal Tutor group to be part of the Attendance Team or Pastoral Team Personal Tutor groups, where there was an emphasis on raising attendance and encouraging open communication about factors affecting attendance, often resulting in additional pastoral support needs. Of the 20 students in this group, 11 have shown improvement in attendance (55%). These students were targeted as they have consistently shown a decline or static attendance rate despite previous interventions.

Students were rewarded with Merits for a full week's attendance. Students were removed from this group if they completed six full weeks attendance.

	2016	2017	2018
% Sessions missed due to overall absence – Disadvantaged	6.2	6.8	6.8
% Sessions missed due to overall absence – Within school Other	3.2	3.2	3.2
Gap	3.0	3.6	3.6
% Persistent absenteeism (using 90% or less) overall absence – Disadvantaged	20.5	17.8	20.3
% Persistent absenteeism (using 90% or less) overall absence – Within school Other	3.9	4.0	3.8
Gap	16.6	13.8	16.5

The % overall absence for Disadvantaged students and the gap between Disadvantaged and Other students have remained the same in the last academic year. The persistent absenteeism for Disadvantaged students and the gap between persistent absenteeism in Disadvantaged and Other students have increased slightly and reflect the figures of two years ago. The measure has changed since two years ago in that the calculation now includes those students who leave during the school year in the final count, therefore, work cannot be carried out to improve their attendance rate.

See Appendices 12 to 15 for Attendance and Improvement Officer Case Studies

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

- Primary Liaison Coordinator to ensure the successful transition from Primary to Woodkirk Academy.
- Various subject specialists that visit Year 6 students on a weekly basis to support transition.

Impact

We arrange extra visits for ‘vulnerable’ Disadvantaged students 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 Disadvantaged students and they receive refreshments and a greater experience of the school. English, Maths and MFL staff give up their time to go and work in our main feeder schools with targeted Disadvantaged students

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 Disadvantaged students compete against current Year 7 students. An extra visit from their Primary School Learning Mentor is arranged six weeks into Year 7 at Woodkirk.

4. NURTURE FACILITY (B16) (£20,000)

B16 allows students to remain in school and have access to the national curriculum, without the pressure of a normal classroom environment. We model courteous and supportive behaviour whilst making students feel valued and accepted. We can give students one to one support, listen and respond to their individual needs in order to help build their self-esteem and confidence. The main aim is to prepare and reintegrate students back into mainstream school whilst minimising their anxiety levels.

Since opening, B16 has played host to students with varied and differing needs and has provided support for the following reasons:

- Medical and mobility issues.
- Anxiety problems that have had an impact on attendance.
- Bereavement/family issues.
- Friendship difficulties.
- Problems with social and emotional development.
- New students to the school.
- Break and lunch club.
- Extra support.
- Behaviour issues.
- EAL students

Impact

During 2017/18 84 Disadvantaged students used B16.

We offer a lunch and break time club, which is aimed at vulnerable students and allows them access to free toast and warm drinks whilst we can make sure they have the correct uniform and equipment for the rest of the day. Students can watch T.V, work on the computers, play board games or read magazines. We also offer extra support with homework, whether this is one to one with staff or discussing ideas/problems with their peers. We also offer additional support for EAL students where we give extra English and Maths lessons. Students are welcomed into the room at any time of the day. We often have students arriving before and after school, just for a chat or because they want to share what they have achieved that day.

B16 is now the base for Fair Access students, so that we can assess the student's individual needs and levels before putting them onto a full timetable. We are also able to offer help with uniform and essential school equipment. We can also give support with issues where

language is a barrier such a filling out forms for bus passes and college courses as well as giving one-to-one support. In 2017/18 we have had 15 of these students.

See Appendices 16 to 18 for Nurture Facility Case Studies

5. PEER TUTORING

- Sixth Form Mathematics students supported KS3 Disadvantaged students in a 10 week program which ran after school on a weekly basis.
- Sixth Form students gave up their free time to support younger students across a range of subjects during timetabled lessons.
- Sixth Form students supported in our Student Support Unit with both academic and pastoral issues.

Impact

Approximately 20 Sixth Form students and 40 KS3 students attended the Mathematics after school workshops. The impact can best be seen by observing the students' interest and confidence in the subject. which was clearly apparent when they were back in timetabled lessons.

6. STAFF TRAINING (£5000)

- Attendance at a Pupil Premium Conference (2013, 2015, and 2017) for the Vice Principal 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) sessions to raise awareness and work on strategies to particularly support targeted students.
- Staff CPD sessions to improve literacy and marking and feedback.
- Training for members of the intervention team and Teaching Assistants to better support students with the Accelerated Reader scheme and potential access arrangements.

Impact

The Sutton Trust recognised marking and feedback as a key factor in improving student progress. Following extensive training, Quality Assurances now show all teaching staff to be good/outstanding for their marking and feedback and students are now fully trained in responding to the feedback independently to enhance their progress.

7. REWARDS (£3,000)

- Students who were entitled to the Pupil Premium who have been particularly successful are rewarded at the annual Awards Evening.
- Letters were sent home to parents following successful revision programmes during term time and successful revision workshops during the holidays.
- CLA (Children Looked After) were rewarded annually by the Local Authority at a special rewards evening held for all schools in the locality.
- Students were rewarded for good attendance.

8. NUTRITION (£4,000)

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

Impact

On average 20 students per day took advantage of the free school breakfast on a daily basis.

9. OTHER (£26,000)

- 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.

English Trips/Activities funded by Pupil Premium spend

Poet in residence day (Ash Dickinson, Performance poet) fourth visit

Ash ran a series of workshops throughout the day highlighting the art and application of poetry in English. Students from every Year group and every Key Stage attended this in mixed groups. Specific attention was paid with regard to including large numbers of Disadvantaged students in each of these sessions.

He also spent an hour working with high ability Year 11 students, breaking down and analysing one of his own poems so they could see inside the poet's intentions to support them with their GCSE Literature Paper 2 essays. There were several Disadvantaged students in this group.

The day was an enormous success at bringing live poetry into the lives of students who may otherwise never encounter it, and it always acts to support development of skills in the area of poetry appreciation and self-confidence.

Workshops here in school reached over 200 students, with a specific focus on the English Department to include at least 50% Disadvantaged students in the groups.

Blood Brothers

A core text for Year 11 literature, and a text that has no professional recorded version for use in lessons, so it is incredibly valuable to see it live.

Several Disadvantaged students were funded on this trip, including some who had never had the opportunity to see live theatre before.

Romeo and Juliet

Several Disadvantaged students attended this performance of a classic and core GCSE text. Again, comments were made as to how much easier they found the text having seen it being acted out in front of them.

Harry Potter Studio Tours

Four Disadvantaged students attended the KS3 Year 7 trip this year. None had had the chance to visit the centre before and all said the experience had been particularly helpful in helping them engage with the text.

General Feedback

The benefits of taking students to see live theatre or engaging them in house with professional writers, poets and actors - whether directly related to their current or future studies or not – are many and varied. It enhances their life experiences, especially for those students whose families' may struggle to take them, introduces them to a whole world of arts and culture they may not have had the chance to explore previously, and helps to give them different viewpoints and windows on the world around them that classroom learning cannot do. Virtually all the Disadvantaged students who have participated once seek to come on future trips, demonstrating the impact it has had on them.

Appendix 1

LLP summer 2016 leadership and governor briefing paper
Learning improvement
www.leedsforlearning.co.uk

Promoting the achievement of disadvantaged pupils at Woodkirk Academy

When Woodkirk Academy received an overall effectiveness judgement of good in November 2013, one of the few areas for improvement which Ofsted inspectors identified was that the achievement of disadvantaged students was not rising fast enough. The school responded quickly and Vice Principal Russell Jackson was given the remit of accelerating the progress of, and being the champion for, the 300+ disadvantaged pupils in the Academy.

Two years on and the impact is evident. In terms of overall value added for Best 8, disadvantaged pupils is 1022 compared with 970 in 2013. In English 68% of disadvantaged pupils made expected progress compared to 55% two years ago. Maths results are even more impressive: 73% made expected progress, just 1% lower than 'other' pupils nationally. It is not surprising therefore that Woodkirk Academy was one of the Yorkshire and Humber Regional Finalists for the Pupil Premium Awards last year.

Tracey Thomas Marshall, who leads on disadvantaged pupils for Learning Improvement and secondary adviser, Erica Hiorns, caught up with Russell and Principal, Joe Barton, to find out what changes they had made over the last two years.

The first thing to say is that none of these ideas are rocket science. It is more to do with the depth and thoroughness with which they are done which makes them effective. This is nowhere more evident than in the simple act of putting the most experienced or most appropriate teachers on the classes which contain most disadvantaged pupils. Most schools and academies would argue that they do this already. What was different at Woodkirk, is that the timetable is written with this in mind. The heads of English, Maths and Science create classes which comprise not only the optimum number of disadvantaged pupils but ensure that all pupils are placed in the right class to maximise their potential. The timetabler ensures that these teachers mentioned above can take these classes. These teachers are then given non-contact time when non-examined subjects in Year 11 are taught meaning that these staff can then be available for intervention. Russell refers to this as having 'the right students in front of the right staff at the right time.'

Careful data tracking underpins the progress of disadvantaged pupils. In a large spreadsheet there are details of which subject results will count towards progress 8 and which are reserves. Students can then be removed from their reserve subjects to do extra taught work in some of the other eight. Russell juggles what staffing resources he has available to create a bespoke timetable for each student. He describes one pupil who was struggling with GCSE PE and how he had discovered that he had some Spanish because of his parents' background. A new timetable was created, the pupil is now doing Spanish where he was doing PE and is relieved to have had his concerns listened to and positive action taken.

All of this requires huge buy-in from all staff. In addition to being flexible with who they are teaching and when, all of Year 11 have an extra lesson on Tuesdays and Thursdays and there are well-attended holiday workshops. Like many other schools and academies, Woodkirk uses pupil premium money for Maths and English intervention teachers and teaching assistants for Year 7 and 8.

To say that Russell knows who the disadvantaged students are is an understatement. His wall is filled with pictures of all the Year 11 disadvantaged pupils and the subjects they are taking and the grades they are currently predicted to get. The pictures are arranged in order of concern and Russell mentors those that need more support.

Like many other schools and academies, Woodkirk has used pupil premium money to pay for school visits for disadvantaged pupils. There are subsidies for equipment such as calculators and food for technology lessons. All disadvantaged pupils have the option to receive a free breakfast. The parents of disadvantaged pupils have been invited to maths lessons with their child so that they see how they can support them at home. Sixth formers act as peer tutors to KS3 disadvantaged pupils and a transition summer school takes place every year.

The progress of disadvantaged in the Academy is supported by many systems in the Academy. For example, all teachers have pupil premium target, as part of performance management. Absence of disadvantaged pupils is followed up first and these pupils will always be prioritised for careers interviews. The act of putting a senior member of staff in charge of disadvantaged pupils and making him accountable for their outcomes has clearly had a huge impact. Russell acknowledges that increased intervention comes in KS4 and that someone championing disadvantaged pupils in KS3 more than he is able to do would reap further benefits.

Further details of actions taken, and the impact they have had can be found on the Pupil Premium Impact Statement on the Academy's website.

Appendix 2

Case Study (Academic Support)

M is a quiet girl. She has been involved in some defiant behaviour in previous years and as a result has spent time in our Pupil Support Area. Year 11 started in a similar way. She was picking up de-credits for answering back and had a generally poor attitude to her learning. Just before Christmas, M came to speak to me clearly upset and anxious. She admitted to struggling with her workload and was really worried. We spent time with her going through her workload and prioritising her deadlines. We discussed how to compile a revision timetable and looked at different revision techniques. M came each day to show me the revision notes she had made the previous night. She would ask me to give her another topic to work on that night at home and really enjoyed trying out the different techniques we discussed. She produced some really impressive notes, flash cards and mind maps.

After Christmas a few more students came to our attention by self-referring or emails from parents with concerns about revision for the imminent exams. We decided to set up a small revision group that met twice a week during form time. M was invited to the group and soon she was sharing her revision notes with the other students and together they discussed the different techniques she had tried. The group worked well together and were able to reassure each other as the exam came closer.

M's confidence continued to grow over the next few months. The support and reassurance she received whilst she was doubting herself is just what she needed. M has blossomed into a confident young woman who is organised, very well motivated and in full control of herself. Her exam results reflect the hard work she put into her studies. Her P8 is +1.93 which indicates she is nearly 2 full grades up on her predicted grades in her best eight subjects. A remarkable achievement.

Currently, M is one of our Sixth Form students who is helping out in the English Department by translating work into Arabic for some overseas students who are new to the school. She is a real credit to the school.

Appendix 3

Case Study (Academic Support)

Through the academic year 2016-17, I worked with a Year 11 student S to provide Maths Intervention as well as classroom support in her Geography lessons. S always showed an excellent attitude to learning, but sometimes struggled to decipher exam style questions, as well as putting the right knowledge into practice when answering questions. During Maths Intervention lessons, S found longer more “worded” exam questions to be more of a challenge as she would struggle to see how to start her working out or how to get to an answer. As well as checking her knowledge of the correct methods to use to answer questions, I worked with her on answering these types of ‘worded’ problem-solving questions to break them down into manageable chunks and supporting her to choose the right methods to use for her working out. As exams grew closer, during Maths Intervention classes S would speak about being unsure of how to revise, where to start in her revision as well as how often/long she should be revising for. We also worked to create revision timetables to manage her revision in the lead up to her exams and during study leave, and I provided her with academic advice on different ways to revise and enhance her knowledge across her subjects. Within Geography classes, though I also worked with several other students, I supported S mostly with understanding how to answer exam questions, making sure she understood the command words used in the questions and which case studies to use for each area of knowledge. S made great progress throughout the year which resulted in an excellent P8 and some very good attainment outcomes across all of her GCSE subjects.

Appendix 4

Case Study (Academic Support)

I worked with J in the English class that I supported. J was a disadvantaged student. This was a class that had a number of disadvantaged students within it and I regularly worked with all of them in some way.

I was often seated adjacent to Jack, in a group of able boys that could be caught off task when left to do independent tasks. This helped to maintain a good relationship with him whilst paying attention to J’s progress. Although J was a willing and able student who didn’t always need support, I regularly kept a check on his work by looking through his book and making sure he had completed all of the work set. In lessons, where there was a focus on red-pen reflection, I often encouraged him to write more and challenged him to make improvements, checking rigorously that he had completed all of the red-pen tasks as he often had a tendency to leave parts out. Often J could be slow to begin tasks, so I would always check he understood the task and question him on how he was going to approach it. This would often be enough to prompt him to start the task.

J had an exam access arrangement which meant that he word processed his English exam responses. Whenever J did an assessment or mock exam, I took him to the Learning Resource Centre to enable him to carry out this access arrangement. This gave him the opportunity to practice his word-processing skills and become accustomed to working in this

manner. I believe this benefited J as he became faster and more confident when completing assessments.

J's attendance was 94% overall. When J missed lessons I stuck worksheets into his book for him to catch up with missed work, ensuring he didn't fall behind.

J achieved a grade 7 for English Literature and a grade 7 for English Language giving a P8 score for English of 1.95, an outstanding achievement.

Appendix 5

Case Study (Family Liaison Officer)

I started working with student X part way through 2015. X's attendance was 91.7% at this point and she didn't particularly enjoy school. X came to school to see her friends and had no interest in subjects or completing homework. When challenged X would become verbally aggressive, defiant and generally hard to work with. X was at risk of going out on a managed move. At this time Mum would admit X was out of control at home and would often stay out late, go to parties and Mum would generally be unaware of her whereabouts. Mum was offered support programmes but declined because she didn't want agencies telling her she had failed as a parent. X was then involved in an incident outside of school which meant I had to contact social care. Mum refused to work with social care and shortly after the case was closed to them. This then had a knock on affect with mine and X's relationship and also mine and Mum's. It took time to rebuild however X, Mum and myself worked hard together. Mum accepted my one to one support and I had weekly meetings with X. I also referred X for counselling which she completed successfully. Her attitude around school improved so she saw more positive comments/merits and appeared happier to be in school. The standard of classwork along with homework also improved.

I continued to work with X and Mum throughout 2016, of course there were slight blips but X continued to try her best in school and at home. Mum was also dealing with arguments better at home and reported that X was a lot easier to live with. X started to recognise what she wanted to do when she left school and what she needed to do to get there. X completed her work experience and we received a phone call from the manager and her work experience place to say "she was a credit to the school and if they were taking any apprentices on they would consider her" This was a great boost of confidence for X and she continued to flourish. X's attendance was now 94.9%.

X is now in Year 11 and so far has started the year amazingly. She had some great results at the end of last academic year which has made her aware just how capable she is. X has already started staying behind for revision and catch up sessions to improve her chances of reaching her full potential. Mum reports she has been doing fantastically well at home and because of this they are going on holiday as a reward. X is also wanting to go into nursing and has an appointment with our Careers Advisor to make sure she gets the best possible guidance to make this happen. I will continue to work with X and Mum until the end of year.

Appendix 6

Case Study (Family Liaison Officer)

Student A joined us in September 2014, at the start of Year 10, from a local High School. She is a Disadvantaged student and is also entitled to free school meals.

In the short time Student A has been with us her behaviour has been problematic. She is prone to angry outbursts and would often be abusive to other students and staff alike.

Her target grades were all grade C's and at the end of the previous academic year she was nowhere near on track in any of her subjects.

She spent periods of time out of mainstream lessons due to her disruptive behaviour in class. She was based in our Pupil Support Area or our Alternative Learning Centre. Her overall attendance during Year 10 was 86%

Student A was had a lot of intensive support from our Family Support Worker who was on hand to talk them through the situations where they have struggled. The family have also worked with outside agencies who have supported mum through some difficult times and working together closely with the school, we started to see some really encouraging progress in the way she was approaching her studies in lessons as well as dealing with friendship issues.

Student A is part of the GCSE PE cohort and was included in a residential in June 2015, to give students the opportunity to improve their grades for the practical aspect of the course. Student A was reluctant to accept the place as the other students were not in her friendship group. Due to hardship she didn't have a waterproof jacket or a rucksack, both were items on the kit list. We managed to get these items for her and Student A was persuaded to attend. She was a shining success. She was awarded the 'best girl' by the instructors because they were so impressed by the 'have a go' approach to all activities. By the end of the few days she had won the respect from the other students and staff alike. This trip was the underpinning factor in a change to Student A's attitude to all aspects of school life.

On the back of this new found confidence she went on to have a really successful work placement in the week that followed. Student A was working in a hair salon and quickly grasped what was expected of them; they were allowed to answer the phone and deal directly with the clients and as a result was offered a part time job that took place over the Summer holidays.

Student A then returned after the Summer holidays for her final year. Her Summer holidays hadn't been settled and she had been staying at different family members due to ongoing relationship problems with Mum and Sister. Also at this point she didn't know what she wanted to do after leaving school and didn't have much motivation. We spent a lot of time recapping the successes before the Summer holidays and with support from the family support worker and outside agencies her relationship had been restored with Mum and Sister and we saw much more strive from her to finish her final year of school positively. The main reason why student A wanted to complete the year was so she could study her chosen career at college and then move away, she acknowledged that she could manage with the changes that had been made at home however, things were far from perfect. Student A realised who could support her in school and she made good use out of these professionals. She made use of time with key members of staff who could provide her with extra support to complete all coursework. She attended revision sessions and after school sessions. Student A came into school and sat all her exams and received the grades she needed to go to college, including a grade C in English. She is currently attending college and enjoying the course so far.

Student A will always have issues to deal with that not many other students would ever imagine, but the progress she has made whilst at Woodkirk Academy has been a real inspiration to all.

Appendix 7

Case Study (Behaviour/Emotional Support Worker)

Student R has been a student at Woodkirk since Year 7. Her interests out of school included ballet where she had an obvious talent. She would take part in shows and helped to teach the younger children at the ballet school. She came to our attention in Year 9, when her behaviour became a cause for concern. She often displayed low level disruption in lessons and could be found in detention as a result.

In Year 9, Student R was open about the fact that her parents had separated and this clearly affected her behaviour and concentration in lessons. Student R found friendships hard to keep, she would frequently be in tears following fallouts; this often resulted in time out of lessons and Student R feeling isolated and excluded by her peers. She was linked to cases of bullying more vulnerable students and could not accept constructive criticism or advice of any kind. Student R was often reluctant to complete work in her lessons, her motivation levels were zero. This greatly affected her ability to progress as she was predicted. She would often flounce out of lessons or meetings; she rarely smiled; she was the butt of jokes from other students and they chose not to be in her company.

She was hard to reach. She would not open up.

Easter, Year 10 was the first 'missing' episode. Student R was reported missing by mum. She was missing overnight but was found with another vulnerable girl by the police. Following this Student R went to live with Dad. Dad and Student R came into school together for a meeting. It was clear they had a good relationship; dad admitted he'd not been involved in student R's life as much as he should have or could have. He was keen to stress that he wanted to be kept informed with regular contact as to how Student R was progressing in school and he would deal with any poor behaviour at home. I would often ring him each day and talk through any incidents large or small, good or bad.

Dad lived in a one bedroom flat, they would take it in turns to sleep in the bed or on the sofa. Dad was on benefits. It was soon noticed that Student R was not eating in school and eventually she admitted that sometimes there would be no food in the house and she was reluctant to ask dad for money for her lunch. We helped dad apply for free school meals. She really enjoyed her school dinners.

After the next missing episode, Student R arrived in school dirty and tired but would not say where she had been. This became a frequent occurrence with several more 'missing' episodes reported throughout Year 10 and into Year 11.

Dad got a temporary job, this meant she lost her entitlement to FSM, which meant she stopped eating in school again. Dad couldn't keep the job after an injury meant he couldn't do the work. An application for FSM was submitted again. All this took its impact on student R. She became seriously disaffected in school but ironically her attendance was not a real concern.

Throughout all this, dad stayed in contact with me. His calls would often be lengthy and became more about supporting him and giving advice about how to deal with student R's challenging behaviour. Student R's relationship with mum had become strained due to lack of contact between them both. Things came to a head when student R broke down during one of our meetings and she admitted that she missed her mum and her two younger sisters. I offered to ring mum for Student R and let them speak together, which I did. They were both emotional on the phone and eventually it was agreed that student R should move back home to live with mum, her partner and her two younger sisters.

Being back with mum and the rest of the family had a remarkable effect on Student R. Her behaviour changed drastically and she was often found staying behind to after school revision sessions. She completed her college application and is currently on a Sports Leader Course and is a regular attender.

I feel that the support offered to student R during her time at Woodkirk was vital to her continued studies and it had to be completely unconditional. It was flexible and consistent and I feel that the relationship that was forged between me and the pastoral team, both mum, dad and Student R meant that there was always a line of communication available to ensure that she was not allowed to slip through the net with miserable consequences

The highlight of this story is that Student R got to go to her Prom at the end of Year 11 and she looked as beautiful as all the other students.

Appendix 8

Case Study (Behaviour/Emotional Support Worker)

I was introduced to P in July 2016 when he was in Year 9. He was referred to me for targeted mentoring work to help him with his emotional wellbeing. P was in quite a dark place at this time and was regularly self-harming. He had also overdosed on paracetamol and was in hospital for this. P would often make comments like “there’s no point being here”, “what’s the point of going on” and admitted to having suicidal thoughts. His family life was complicated and he didn’t see his biological father for a number of reasons. There were concerns he was an alcoholic. P was quite angry a lot of the time and his relationship with his Mum and stepdad was volatile. During this difficult time for P, he was spending a lot of time out of lessons and unable to make the most of his potential. However, P responded to mentoring really well in the first instance and completed tasks with good focus and a positive attitude.

After 6 weeks of sessions around emotional wellbeing, it became clear that P required more intensive support. I met with P’s Mum to get more background information and she agreed that P was in need of further support. We referred P to our school’s cluster and he was allocated to the Child Counsellor. P worked closely with the Counsellor from Nov ’16 until March ’17. P responded brilliantly to the counselling even though he was slightly nervous at first. At the end of the therapy, the closing statement said:

“P is emotionally in a much stronger place, his resilience to knocks has grown immensely and he can manage issues that arise in a more positive way. He is aware of her defences and is working hard to not let them influence as they have in the past. He recognises that he can shut down emotionally and this leads to his emotional wellbeing slipping, he knows being able to talk and share some of his issues and feelings helps him to stay in a more positive place. He does still find it hard to be open and he does need coaxing with lots of empathy to bring some of the emotions out. I feel this is something that he will need some help with over the short term”.

Since P’s involvement with mentoring and counselling at school, he is thriving in lessons and fully making the most of his academic potential. At the end of Year 10, P’s OPT report was excellent and showed he had good and outstanding marks across all subjects. P is now in Year 11 and is accessing lessons fully. He is also taking part in after school revision sessions to help prepare himself for his upcoming GCSE’s. We hope that P will get the excellent results he is capable of over the next year.

Appendix 9

Case Study (Behaviour/Emotional Support Worker)

I was introduced to student B in April 2013. At this time he had just returned from a managed move which had been unsuccessful. B was a very angry and stubborn student and it took me a long time to gain any sort of relationship with him. It was obvious he was in need of some extra support at school. B was severely in danger of falling out of any form of education and a future which looked bleak.

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

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

In May 2013, we organised for B to be educated off-site part-time. This was very successful and B continued to attend there throughout Year 10.

B'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 has been extremely beneficial.

B's attendance record rose by 2% during the academic year 2013/4 and a further 5% in the academic year 2014/5 after being fully reintegrated back on to a full time timetable at Woodkirk during Year 11.

I have seen a huge change in B over the past 2 years; he is calmer, more mature and have a much better attitude to learning. Behaviour has improved immensely. Compared to where B was in his studies at the end of Year 9, B's GCSE results were outstanding, he achieved his 3 levels of progress in English Language and achieved a positive Value Added across his suite of subjects.

Appendix 10

Case Study (Careers Support Worker)

Student Y had struggled in mainstream education and since Year 9 had been attending off site provision at Southway. I visited Y at Southway a few times in the Autumn term to build up a working relationship with him and discuss what he wanted to do after Year 11. Y was keen on joinery as he had already completed a short course in this as part of his studies there. We looked at possible options and he decided he wanted to apply to Leeds Building College for the full time joinery course. I helped him complete his application to college.

Y attended his assessment test and interview at Leeds Building College but was not offered a place due to his poor attendance record. I spoke with Y and his mum who were both disappointed.

I researched other opportunities for Y. One was a construction course run by Build in Meanwood. Y was hesitant at first due to the location, which would mean a fairly long journey through the centre of Leeds. However we looked at bus routes and found that a single bus would take him from Tingley to Meanwood.

I arranged a visit to Build where I accompanied Y. It is a small education provider, where students learn all aspects of construction including joinery, brickwork, painting, plastering etc. Students are taught in small groups and given individual support. Y was impressed with the tutors who were very supportive. We arranged for Y to go for a Taster Day in the summer holidays. He went on the bus by himself that day and really enjoyed it.

I liaised with his mum to make sure that Y opened his own bank account to ensure he could get the bursary payments due to him. I also helped him with applying for a bus pass.

Y started on the full time construction course at Build on the 14 August and is enjoying it thoroughly.

Appendix 11

Case Study (Careers Support Worker)

Student C arrived at Woodkirk on a managed move from another school in Year 10. Unfortunately she found it difficult to cope in mainstream lessons so after three months here was offered a place at an alternative provision. She fell pregnant and had a baby in November of Year 11. Prior to, and just after the birth, I arranged some home tuition to keep her studies ongoing.

During that time I arranged a couple of visits to see C and her mum at home to discuss how she was getting on and look at some possible opportunities. C was really keen to become a nail technician. We explored her options and decided to apply for a beauty course at college. C knew that she would need to get some qualifications if she was to get a career and support her baby. We also discussed childcare options for when she was attending college, and made sure that C was receiving the correct benefits for her and her baby.

I helped C complete her application form for college. We also visited some other providers that offered beauty courses but C preferred college. C attended her college interview, did really well and was offered a conditional place. C attended school for some lessons in English and Maths and also for her GCSE exams. During that time I kept in contact with her to make sure she was still on track.

On GCSE results day C took her certificates with her to enrolment day at college, as well as evidence of previous courses she had completed at her alternative provision. One of these was a beauty qualification. The college were impressed by her and her desire to join the course, and offered her a place to start.

She has started college now and is enjoying it very much. I am continuing to support her by helping to ensure that she has got things in place such as a bus pass, uniform and is able to access the bursary fund at college.

Appendix 12

Case Study (Attendance and Improvement Officer-AIO)

S Started the Academic Year 16-17 on the school Fast Track system after receiving a Penalty Warning Notice at the end of the academic year 2015/16. Parental engagement has been consistently difficult and S' Dad has refused to attend meetings in school, but communication from home improved during the year whereby S' Dad provided medical notes when S was absent from school.

S was a member of the Attendance PT Group where her Attendance was closely monitored to prevent it from falling, she was supported to ensure that she attended her careers appointments and gained a college placement following her time at Woodkirk Academy. Home visits were made when S was absent from school and S' Dad met with the AIO when S had been absent from school due to ongoing issues. S' attendance improved by 4.6% from 2015/16 to 2016/17.

Appendix 13

Case Study (Attendance and Improvement Officer)

N has been a consistently poor attender and communication from home was poor. During 2016/17 N had periods of being missing from home and engaging in inappropriate behaviour outside of school. Improved communication ensured that N's Mum was informing school of her concerns and support was offered. Home visits by the AIO highlighted significant issues within the family home in terms of family mental health, parenting issues and neglect, in terms of housing conditions. Following on from this a referral was made to Children Social Work Services which resulted in the family being allocated an intensive Family support worker from the Family Intervention Service. Support was given in relation to addressing mental health, housing conditions, relationships between parent and children and resulted in N improving her attendance at school, as the negative impact from home issues were reduced. N was a member of the Attendance PT Group and was removed as her attendance improved. It was Parents intention to remove N from school for a holiday in term time in October 2016 but this was cancelled after N's Mum was informed of the impact that this was likely to have on her educational outcomes and when the system for the issue for Penalty Notices was explained. N's attendance improved by 3.4% from the previous academic year and her periods of being missing from home stopped.

Appendix 14

Case Study (Attendance and Improvement Officer)

Student D was given the Year 11 'Most Improved' award for a 4% increase in attendance throughout the year. He ended the year above 90% and therefore, no longer a persistent absentee. He used The Nurture Room provision and AIO support for mental health issues. All GCSE outcomes were above Grade C and he achieved a positive P8 score.

Appendix 15

Case Study (Attendance and Improvement Officer)

Student E was a persistent absentee since starting at Woodkirk. During Year 9 student E was issued with a penalty notice but absences continued into 2015/16. Home visits were made by the AIO and parental meetings were held. Wider family became involved in discussions about student E to support parents and an attendance panel was held with a school governor and Vice Principal. Cluster support and pastoral support was offered but declined. Court action was instigated but was revoked due to the improvement made by Student E following the interventions. Student E was a member of the Attendance Personal Tutor group but due to attendance improvements was also removed from this group. Her attendance increased by 10% from 2014/15 to 2015/16.

Appendix 16

Case Study (Nurture Facility Support Worker)

Student C continually used B16 since it's opening in November 2014. Being an EAL (English as an Additional Language) student and struggling to understand English she felt very isolated in school and always struggled to integrate. On top of that, there were significant child protection issues at home which obviously had a huge impact on her welfare and school life. She was often withdrawn and emotionally unstable which occasionally resulted in her being unable to access lessons, due to incidents out of school. However, in B16 we could offer her an alternative place of safety where she was able to make herself a drink and get food if she hadn't had access to any prior to coming into school. Also, it provided a quiet environment for her to work in. She often came into school with exactly the same clothes on as the day before as she had been unable to wash them, or had stayed away from home. B16 could help assist with these issues without a fuss. Preparing her for the school day with equipment was also a regular occurrence.

Although student C followed a timetable she spent two hours each week in B16 where she was given one-to-one support by the English and Maths departments. This time also gave us the opportunity to monitor her wellbeing and respond promptly to any safeguarding concerns. As multiple agencies were involved with this student it provided a hub for meetings with her mentor and other outside agencies.

Student C also chose to use B16 at break and lunchtimes where she enjoyed listening to music, making a warm drink, and chatting with other students. She also used this time to get help with her homework as this was another barrier at home. B16 played a huge part in supporting her and helped her to develop good relationships with both staff and students alike, which in turn helped build her confidence and self-esteem.

Her attendance at Woodkirk was always good and I know that was the result of B16 and the continual support she received throughout school. After leaving Woodkirk in Year 11, student C went to College to do an English course.

In July 2016 Student C completed her work experience in B16 where she designed, budgeted, and built a plant holder from an old pallet. She was incredibly proud that she achieved this, so much so, that she wanted to take the finished product home so she could continue to care for the plants. School arranged for this to happen.

Appendix 17

Case Study (Nurture Facility Support Worker)

Student F was referred to B16 shortly after the death of her Mother in March. As a young carer for her Mother, who was a single parent, she also had the trauma of losing her family home and being separated from her younger sister. Student F's attendance had previously been very good and whilst she was going through this time she was also very mindful of her pending GCSEs and felt she needed the security of her friends and school environment. Student F had also built up a brilliant relationship with the school Life Coach who is also based within B16 which was paramount for her bereavement process. For the first two weeks of her return Student F came into B16 for a couple of hours each day. The following weeks she slowly returned to the lessons she felt she would be able to cope with. She received great

support from her subject teachers who sent work down to her on a daily basis. It also worked well for the Pastoral Team, including her Year Tutor, who were able to check on her easily and offer any further support that she needed. The following weeks she slowly returned to the lessons she felt she would be able to cope with and by the beginning of May Student F was attending almost all of her lessons, using a time out card if she needed to return to B16.

Student F sat all her summer GCSE's achieving 1 B, 6 C's and 1 D. She has decided to return to Woodkirk Sixth Form and is studying Law and Health & Social Care.

Appendix 18

Case Study (Nurture Facility Support Worker)

Student G was referred to the Nurture Room in November 2014 (start of Year 11). His attendance during the previous year had been poor and in Year 11 he had already been absent for six weeks. As a result, he had fallen behind with most of his work and had become overwhelmed and anxious about coming back into school. A plan was put in place and Student G began to attend, full time, in the nurture room. His attendance improved straight away. Together, with him, we decided that the best way to tackle the situation would be to concentrate on one subject at a time. His subject teachers were informed and sent him the relevant work and resources. They would also come down to check on him on a regular basis, offering supporting and reassurance. This helped improve his confidence and made him feel less anxious about returning to his lessons. Student G would go out at break and lunch time each day to spend time with his friends which also helped with his confidence. After a few weeks he decided he would attend his Form and Personal Tutor groups, and once he had caught up with his work we slowly started to reintegrate him back into his lessons. We had daily discussions with him about how he was feeling and could adjust his timetable accordingly. By the middle of January Student G was attending most of his lessons. Although he had a couple of weeks where he was feeling anxious, instead of staying at home, he returned to the Nurture Room until he felt able to attend lessons again.

Student G continued to work hard and improved his attendance. He came into school and sat all of his GCSE examinations and achieved 5 B's and 4 C's.