



**Woodkirk Academy**  
&  
The Sixth Form @ Woodkirk Academy

## **PUPIL PREMIUM IMPROVEMENT PLAN 2018/19**

### **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 are also entitled to a Service Premium. How the Pupil Premium is disbursed 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 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 students. The main objective is to close both the attainment 'gap' and achievement 'gap' between students from disadvantaged backgrounds (Disadvantaged students) and students from less deprived families (Other students).

### **Particular foci for Woodkirk Academy 2017/18**

For each of the last five academic years the attainment and progress of Disadvantaged students at Woodkirk Academy has been outstanding. Awards have been won and Woodkirk Disadvantaged students have regularly outperformed national 'Other' students across various Key Performance Indicators (See Appendix 1, taken from Woodkirk Academy Pupil Premium Impact Report 2017/18). The lead person championing Disadvantaged students across the Leeds Authority has sought advice from the Vice Principal responsible and adopted strategies to share across the authority (see Appendix 2). All of this is evidence to show that the strategies employed are successful and will continue to form a considerable part of the new plan for the coming academic year.

However, we are always seeking ways to improve and a small number of areas have been identified, that if improved would enhance our provision even further:

- **High Ability students**
- **Attendance**

These areas are to be particularly addressed this academic year.

## **SCHOOL ALLOCATION**

1. Woodkirk Academy has been allocated £311,470 of Pupil Premium funding for 2018/19, for 320 students (20.8% of the full cohort).

### **2. LEADERSHIP STAFFING (£25,000)**

- Vice Principal to coordinate provision for students who are entitled to the Pupil Premium.

The Academy analyses both national research, such as the Sutton Trust Toolkit, alongside local knowledge to ensure that the Pupil Premium Fund is well targeted at appropriate initiatives and interventions. These initiatives and interventions form this Pupil Premium Improvement Plan and are regularly monitored and scrutinised to ensure that maximum impact is being made. Moreover, the regular and thorough reporting of pupil progress/attitude/attendance also allows the Academy to ensure that relevant students are receiving appropriate interventions, be they for academic, behavioural or attendance support. Employing a Vice Principal also allows for regular discussions with Heads of Departments and Year Tutors to discuss progress, strategy and opportunities to drive forward initiatives relating to attendance, careers and behaviour support.

### **3. 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) are 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.

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 an individual's academic progress but also any wider issues that may be a barrier to their academic or social progress.

### **4. SPECIFIC STAFFING (£ SEE INDIVIDUAL CATEGORIES BELOW)**

- Additional capacity in both English and Maths staffing to provide greater provision and intervention for these subject areas.
- 3 HLTAs to support in core subject areas.
- A member of staff appointed to deliver intervention across all subject areas.
- Attendance Officer.
- Family Liaison Workers.
- Behaviour Support Worker.
- 3 External Counsellors employed for identified students (Life Coaches).
- Careers Advisor.

- Nurture Room Worker.
- Primary Liaison Coordinator.
- Administrative staff.
- Teaching Assistants.

**(i) Academic Intervention, Staffing and Resources (£118,000)**

- Using the OPT reporting system, and with the support from Heads of Department, target students in all year groups who are underperforming in Maths and/or English are given one to one or small group support delivered by specialist teachers, members of the intervention team and the HLTAs.
- The Academy has strategically timetabled Key staff in Maths and English to provide additional teaching time/intervention to those students who receive Pupil Premium funding and who require additional support.
- An additional Year 11 maths class, taken by the Vice Principal for Progress, has been added to target key students.
- Using the OPT reporting system and with the support from Heads of Department, students from other subject areas in Years 10 and 11 are also supported by the members of the intervention team through small group support and in-class support.
- The Vice Principal will work with those students that are under performing and have poor attendance. Also to liaise with Pastoral/Attendance staff about those students spending time outside the classroom.
- Year 10 and 11 students are specifically targeted for holiday workshops with dedicated subject specialists.
- The Accelerated Reader Scheme has been purchased to ensure all students receive additional reading support in KS3.

**(ii) Peer Mentoring/Tutoring (£5,000)**

- Sixth Form Mathematics students will support KS3/4 Disadvantaged students in a 10 week program which runs after school on a weekly basis.
- Sixth Form students will give up their free time to support younger students across a range of subjects during timetabled lessons.
- Sixth Form students will support in our Pupil Support Unit with both academic and pastoral issues.

**(iii) Social and Emotional Support (£40,000)**

- One to one and small group support with our Family Support Workers 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.

**(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, for example 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, one to one 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 receive 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.
- Those students whose attendance is identified as a concern will be placed on Fast Track. Parents are contacted daily to remind them of attendance responsibilities. Parents are provided with information leaflets with regard to school attendance and the supportive services that as a school we can offer. All parents of Disadvantaged students are to be invited to attend 'Parent Surgeries' with the Attendance and Improvement Officer (AIO) and Family Liaison Worker. All parents are sent a letter to invite them into school and this is promoted on the school newsletter, in reception, at Parents Evenings and Parent Information Evenings.
- Personal Tutor group including Disadvantaged students with poor attendance to be run by the AIO, addressing strategies to improve motivation, career aspirations and ultimately, attendance.
- Raise aspirations and increase the challenge for Disadvantaged students by Implementing an improved careers programme for students whose absence was PA (in 2017-2018).
- Key Disadvantaged students are placed in the Personal Tutor groups of the Senior Leadership Team.

**(v) Careers (£13,000)**

- An external Careers Advisor is employed by Woodkirk Academy to interview and give progression advice and guidance to Years 9, 10 and 11 students. Disadvantaged students are prioritised and sessions delivered, where necessary, on relevant careers. Aspiration events are also held for targeted students.
- In the Summer term, 24 current Year 11 Disadvantaged students have already accessed individual careers interviews by the Careers Advisor. It is hoped that by seeing them slightly earlier, it will encourage them to begin to think about their career ideas and help them become focussed about what they want to do in the future. This in turn should make them more motivated to achieve their academic potential.

**(vi) Transition from KS2 to KS3 (£4,000)**

- 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.

**(vii) Administrative staff (£2,000)**

- To assist in organisation and maintenance, for example Finance

**(viii) Teaching Assistants (£8,000)**

- As part of our drive to improve lower ability literacy and numeracy standards, there will be a continuation of the partial redeployment of Teaching Assistants to support KS3 reading and numeracy intervention with those students identified as being off track or requiring additional support.

#### **4. PARENTING CLASSES**

- Mathematics staff will deliver sessions, in 10 week blocks, to target Year 11 students alongside their parents.

#### **5. STAFF TRAINING (£5000)**

- Attendance at the Pupil Premium Conference 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) session to raise awareness and work on strategies to particularly support targeted students.
- Regular Quality Assurance of marking and feedback to identify development needs and areas of outstanding practice.
- Continued training for members of the Intervention Team and Teaching Assistants to better support students with the Accelerated Reader scheme, as well as numeracy, literacy and reading.

#### **6. REWARDS (£3,000)**

- Students who are entitled to the Pupil Premium will be recognised and rewarded with certificates at assessment points throughout the year.
- Students who are entitled to the Pupil Premium who have been particularly successful are rewarded annually at the Awards Evening.
- Letters are sent home to parents following successful revision programmes during term time and successful revision workshops during the holidays.
- CLA (Children Looked After) are rewarded annually by the Local Authority at a special Rewards Evening held for all schools in the locality.

#### **7. NUTRITION (£3,000)**

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

#### **8. NURTURE AND PROGRESS FACILITY/B16 (£20,000)**

- Students who are 'hard to reach', disaffected, school phobic and require a pathway back into school are to be supported with regard to both their nurture and their progress through 1 to 1 and small group work.

#### **9. OTHER (£20,000)**

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

**10. CONTINGENCY/FUTURE INITIATIVES (£22,000)**

## Appendix 1

### RESULTS – KS4 (Key Stage 4)

Year 11	2015	2016	2017	3 Year Average	National Average for Disadvantaged students (2016 data estimates)	Woodkirk Disadvantaged students (3 Year Average) to National Disadvantaged students Gap	National Average for <b>Other</b> students (2016 data)	Woodkirk Disadvantaged students (3 Year Average) to National Other students Gap
Progress 8 Disadvantaged students	0.05	0.28	0.40	0.24	-0.32	+0.56	0.12	+0.12
English Progress 8 Disadvantaged students	-0.18	0.19	0.00	0.01	-0.24	+0.25	0.09	-0.08
Maths Progress 8 Disadvantaged students	0.14	0.10	0.09	0.11	-0.29	+0.40	0.11	0
<del>EBacc</del> Progress 8 Disadvantaged students	0.09	0.24	0.44	0.26	-0.40	+0.66	0.15	+0.11
Other Basket Progress 8 Disadvantaged students	0.09	0.50	0.83	0.47	-0.29	+0.76	0.11	+0.36
Attainment 8 Disadvantaged students	42.85	51.15	43.50	45.83			52.56	-6.73
Basics Disadvantaged students	46%	66%	46%	53%	38%	+15%	69%	-16%
<del>EBacc</del> suite Disadvantaged students	17%	37%	30%	29%	11%	+18%	29%	0

## Appendix 2

LLP summer 2016 leadership and governor briefing paper  
Learning improvement  
[www.leedsforlearning.co.uk](http://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.