

Woodhouse Academy

Report on Additional Intervention Funding (inc. Pupil Premium)

Who receives Pupil Premium?

The pupil premium is allocated to pupils who have been entitled to free school meals over the past 6 years, looked after children and those in special guardianship as well as children of parents in the armed services.

Why do we need to track these children?

Statistics show that these children perform less well nationally than their peers and therefore it is really important that provision is made to improve their progress and attainment and close this gap.

Identification of needs

Pupils' needs are assessed in the following areas:

- potential, progress and attainment;
- social and emotional wellbeing.

Identification of needs is achieved through discussion with parents, pupils, teaching and support staff and other professionals. We make use of a range of assessments, including those which provide outcomes measured against national averages and peers in school.

Once needs have been identified, we put appropriate strategies in place, tracking progress each term, measuring outcomes and deciding on next steps.

(See next page for detailed report)

Pupil Premium Report 2015/16 – Funding £74,030

Barriers	Action to reduce barriers	Evaluation
Identification of barriers to learning and tracking of improvements	<ul style="list-style-type: none"> Buy PASS assessment programme Train whole staff to understand PASS reports Involve form tutors in interviewing pupils following Pass reports Weekly updating re:progress/issues of individual disadvantaged pupils 	<p>Pupils with identified concerns met with form tutors and 12 pupils had follow-up intervention. At re-assessment in May, all pupils had improved in most areas. Only 3 of the pupils had highlighted concerns that remained and further interventions took place.</p> <p>Updating enabled staff to share concerns and appreciation so timely support/praise could be actioned</p>
Attendance barrier	<ul style="list-style-type: none"> Arrange meetings each term with all parents of children near or below 90% with EWO Send congratulation text messages to parents of children over 96% attendance Send letter and leaflet at beginning of year explaining the actions we're taking re:attendance Children below 93% attendance to have encouragement meetings with pupil support assistant 	<p>During the year, pupil premium attendance attained 96% which it has never done before. At the end of the year it was 95.19%</p> <p>Over half the disadvantaged pupils had improved attendance compared with last year with 47% on or above the 96% target.</p> <p>Only two disadvantaged pupils had attendance below 90%.</p>
Staff lack of knowledge	<ul style="list-style-type: none"> Staff training: new TAs – attachment disorder, all staff - boys' achievement, selected staff - Read, Write Inc., guided reading 	<p>Read, Write, Inc programme fully implemented in lower KS2 and spelling elements in all sets. Strategies for boys used in teaching, guided reading groups run by English dept during whole school reading time. Looking to extend this next year.</p>
Improve attainment and progress	<ul style="list-style-type: none"> Run 5 English and maths sets to make smaller classes in lower sets Run small group/paired targeted support with teaching assistants Run additional one to one reading sessions with teaching assistants Resource and teach Read, Write. Inc for lower ability pupils Run accelerated reading in Y7 Implement whole school reading session – 20 mins a day Run guided reading groups for those needing more support 	<p>In the KS2 Sats, disadvantaged pupil progress at Woodhouse was not significantly below that of other pupils in reading, writing and maths (this applies to all pupils, low and middle prior attainers; there were no high prior attaining disadvantaged pupils). In writing their progress was significantly above and in the top10% of all learners. Disadvantaged pupil attainment was not significantly below that of other pupils nationally.</p> <p>Progress from entry by the end of Y8 is very good:</p> <p>English: 100% 14+ points 90% 16+ points maths: 100% 14+ points 100% 16+ points</p> <p>Attainment at end of Y8 on GL progress tests is excellent in maths, significantly above the national average for all pupils.</p> <p>Maths: 100% at or above expected 5% above In English it is below the national average for all pupils: 74% at or above expected 5% above</p>
Behaviour for learning barrier	<ul style="list-style-type: none"> Behaviour4my future course Developed mentor scheme Nurture groups Leadership/coaching opportunities 	<p>5 year 8 PP pupils took part in the Behaviour4my future course and 6 had mentors. (6 pupils in all) Behaviour for the majority improved over the year but for 2 deteriorated over the last term, in spite of further interventions being put in place. This led to the permanent exclusion of 1 pupil.</p>
Socialising barrier at breaks and lunches	<ul style="list-style-type: none"> Train up playground leaders to run organised activities and referee matches Buy equipment for playtime activities Attend course about improving lunch and playtimes with lunchtime supervisor 	<p>Key stage 2 leader, deputy head and lunchtime supervisor attended course. Rota of activities set up and playground leaders with mentors running activities successfully. Incidents at break and lunch particularly with football reduced.</p>
Lack of confidence in learning and self-esteem barriers	<ul style="list-style-type: none"> Small group self-esteem courses for boys and girls Puppet club performance skills Trips to Ruby Girls in Hanley 	<ul style="list-style-type: none"> 6 girls and 7 boys participated in the self-esteem courses Unique and valued, and Rhythm 4 pupils took part in the Puppet club and performed in various venues around Biddulph as well as in school 15 PP pupils went on trips to Ruby girls in Hanley - textile workshops designed to increase self-esteem through experimentation and learning from trial and error. Feedback from pupils and staff was positive
Lack of opportunities and experience barrier	<ul style="list-style-type: none"> Subsidise individual music lessons Additional extra-curricular activities and performances Increase trips – Quarry Bank Mill, Hanley Museum, Little Moreton Hall, Biddulph Grange. Subsidise school trips - Italy, Germany 	<ul style="list-style-type: none"> 4 PP pupils started to learn instruments this year 55 pupils (76.38%) took part in extra –curricular activities this year All pupil premium pupils were offered at least one additional trip All pupil premium pupils were prioritised for residential trips in their year group; 27 (37.5%)took part Opportunities for leadership were given with the police cadet course, health educators, prefects, peer mentors and sports leaders
Healthy Lifestyle barrier	<ul style="list-style-type: none"> Develop Health and Wellbeing project Run cooking course, ingredients provided. Each week full meal cooked and eaten together. Parents invited to join final meal. 	<ul style="list-style-type: none"> The project is now running well, with healthier lunches eaten across the school. 18 pupils attended the cooking course and 13parents came to school for the meal. Sport and health course run in the summer holidays attended by 3 disadvantaged pupils
Lack of engagement with families barrier	<ul style="list-style-type: none"> Ring parents to book appointments for parent evenings Invite parents to more events – involve in Health and Wellbeing project Continue mentor and key worker links 	<p>A greater number of PP parents attended parent evenings than ever before - 57%. Key worker links were made stronger by involving them with the pupil/parent/carer meals (above).</p>