

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Woodhouse Academy				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£79,420		
<b>Total number of pupils</b>	452	<b>Number of pupils eligible for PP</b>	73	<b>Date for next internal review of this strategy</b>	Jan 2017

2. Current attainment (KS2 data – no validated KS3 data available)		
	<i>Pupils eligible for PP (KS2)</i>	<i>Pupils not eligible for PP (National Average)</i>
<b>% achieving 100+ in reading, writing and maths</b>	30%	60%
<b>Average scaled score in reading</b>	100.60	103.8
<b>Progress score in reading</b>	1.06	n/a
<b>Progress score in writing</b>	4.54	n/a
<b>Average scaled score in maths</b>	99.1	104.1
<b>Progress score in maths</b>	-0.88	n/a

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	There is significantly lower attainment than national on entry in year 4 in maths and English. This leads to lower attainment at the end of KS2.
<b>B.</b>	Higher number of pupils transitioning in later years to the school are PP (41% of pupil premium in year 8 2016 were LT) (18% of non PP were LT). This affects progress.
<b>C.</b>	Without good systems in place many PP pupils would display challenging behaviour for learning (20.68% of behaviour incidents were by PP pupils). This could have a detrimental effect on learning
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for pupils eligible for PP are 95% (below the target for all children of 96.50%). This reduces their school hours and causes them to fall behind.
<b>E.</b>	Low aspirations and expectations of what pupils could achieve; particularly high prior attainers.
<b>F.</b>	Social, emotional and mental health issues.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher rates of progress especially across KS2 for pupils eligible for PP	Pupils eligible for PP make rapid progress across KS2 closing the gap between non PP at end of KS2. Gap will be removed upon leaving at the end of year 8.
<b>B.</b>	Late transition pupils achieve the same standards as those of a similar ability who join at the start of year 5.	PP pupils joining late make rapid progress to ensure similar attainment levels on leaving at year 8
<b>C.</b>	Behavioural issues of PP pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 95% to 96%
<b>E.</b>	Increased confidence and self-esteem developed through broadened experiences.	PP pupils involved in Aspire activities, external visits, increased engagement, increased PASS outcomes. Leadership skills developed.
<b>F.</b>	Pupils with social, emotional, mental health issues receive appropriate support.	Recorded cases are signposted correctly, ensuring all follow-up referrals are carried out effectively. Those in receipt of support are satisfied with the level of support.

5. Planned expenditure					
Academic year	2016/17				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Higher rates of progress especially across KS2 for pupils eligible for PP.  Late transition pupils achieve the same standards as those of a similar ability who join at the start of year 5.	Employ additional staffing to enable class sizes in English and maths particularly amongst lower sets, to be reduced.  Buy Numicon resources for whole classes Train staff to use Numicon. Embed Read, Write inc. Refresh and renew license and resources.  Support for pupil premium pupils to	Numicon and Read, Write Inc. are proven strategies for developing conceptual building blocks.	Ensure that staff are fully trained in Numicon and Read, Write Inc. and that any new developments are cascaded to other department staff through departmental meetings.	HOD English/ Maths	Jan 2017 – Complete  Next review – April 2017

	attend Mathemagicians after school club to further develop maths enjoyment and skills .				
Higher rates of progress especially across KS2 for pupils eligible for PP Late transition pupils achieve the same standards as those of a similar ability who join at the start of year 5.	Improve consistency in teaching, learning and feedback	EEF teaching and learning toolkit suggests high quality feedback (+8) is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Book scrutiny – departmental level, SLT, governors. Learning walks and observations.	HOD's English and maths, SLT	Jan 2017 – Complete  Next review – April 2017
<b>Total budgeted cost</b>					£35,700

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review</b>
Higher rates of progress across KS2 for pupils eligible for PP Late transition pupils achieve the same standards as those of a similar ability who join at the start of year 5.	Use specialist support staff to further increase progress in specific areas.	EEF toolkit indicates that high quality targeted support to small groups over a limited time period has a beneficial impact on progress. Teachers already use data well to address underperformance quickly. Staff are deployed effectively (NFER research)	Liaison between Sendco, maths and English staff to identify pupils and areas of weakness, tracking and monitoring of progress and outcomes	HOD English/ Maths Sendco	Jan 2017 – Complete  Next review – April 2017
Higher rates of progress across KS2 for pupils eligible for PP  Late transition pupils achieve the same standards as those of a similar ability who join at the start of year 5.	Tracking of LT pupils as a focus group including weekly updates on individual pupils during pastoral briefings.	We want to ensure that all staff are aware of pupils who encounter barriers to their learning and this has proven an effective way of communicating in previous years.	Minutes of briefings are kept and distributed to all staff on a weekly basis.	AH – Pastoral	Jan 2017 – Complete  Next review – April 2017

<b>Total budgeted cost</b>					£23,800
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review</b>
Behavioural issues of PP pupils addressed.	Appointment of member of staff responsible for KS3 boys with behavioural issues to run specific projects.  Behaviour support programme 'Behaviour4my Future' and follow-up group/one to one work in Pupil Support Centre.  One to one mentoring of targeted pupils.	EEF toolkit suggests that targeted interventions matched to specific students with behavioural issues can be effective.	Parents of pupils informed, tracking and monitoring of progress and capture half-termly to assess behaviour improvements.	AH - pastoral	Jan 2017 – Complete  Next review – April 2017
Increased attendance rates for pupils eligible for PP.	Employment of ATTEND to monitor attendance and home visit, run meetings with parents, attendance support through Pupil Support Centre. Rewards and strategies half-termly to motivate attendance.	NfER briefing for school leaders identifies addressing attendance as a key issue in improving attainment.	Pupil premium attendance increases to above 95%. Number of pupil premium persistent absentees reduces.	AH - pastoral	Jan 2017 – Complete  Next review – April 2017
Increased confidence and self-esteem developed through broadened experiences.	Renew PASS assessment licence and interview pupils to identify pupils of concern in these areas. Staff training on effective feedback, self-esteem workshops, group and one to one work in Pupil Support Centre. Support pupils to join new extra-curricular clubs, learn an instrument etc.and take on leadership roles. Run extra trips to broaden experience and give financial support for other trips.	Pupils with higher self-esteem and confidence are more motivated to achieve and aspire to greater success. (See PASS explanation)	Retest on PASS to check improvement in targeted areas. Gain feedback from pupils , parents and outside agencies running courses. Monitor teaching, learning and assessment to check that staff are using effective feedback. Track numbers of pupil premium pupils involved in extra-curricular activities and leadership roles, visiting places for first time, taking family to those places.	AH - pastoral	Jan 2017 – Complete  Next review – April 2017

<p>Pupils with social, emotional and health issues receive appropriate support.</p>	<p>Use PASS assessment to identify areas of concern.</p> <p>Identify support – tutor, learning leader, pupil support centre, in-school counselling through VISYON, or referral to outside agencies.</p> <p>Run healthy eating and wellbeing workshops with pupils cooking and eating together. Invite parents to join. Ensure pupils have access to healthy breakfast, sufficient uniform .</p>	<p>Evidence suggests that the number of pupils with SEHM issues has risen sharply across the country and that targeted early intervention matched to specific pupil needs can be effective, especially for younger pupils.</p> <p>Evidence suggests that eating a healthy diet and taking exercise improves general health and wellbeing.</p>	<p>Monitor referrals within and outside school.</p> <p>Take parent, professional and pupil feedback.</p> <p>Track pupils doing workshops and identify how many begin cooking at home and take part in extra-curricular sport.</p>	<p>AH - pastoral</p>	<p>Jan 2017 – Complete</p> <p>Next review – April 2017</p>
<b>Total budgeted cost</b>					£19,920

**Outcomes from 2015/16 are in the previous format on the website. Outcomes for 2016/17 will be in the revised format.**