

Woodlane High School

Additional Funding Plan and Appraisal 2015-2016

Additional Funding

At Woodlane High School we consider additional funding to be any payments received outside of the base or top-up funding per pupil, within the set national guidelines.

This includes Pupil Premium payments attached to those pupils who receive free school meals under the Ever6 measure, amounting to 61 out of 90 pupils or 67.8% of pupils. In 2015-16 this was £935 per pupil, therefore the total allocation of Pupil Premium was £57,035. Woodlane has no pupils who have parents in the armed forces. Guidance states that Pupil Premium funding should be used for “raising the attainment of disadvantaged pupils and closing the gap with their peers.”

Additionally, the school receives £1,900 per Looked After Child (LAC) from April 2015, although this additional funding is held by Virtual Schools who also determine how it is spent. In 2015/16 Woodlane had 2 pupils classed as LAC who received this funding, to a total of £3,800.

Furthermore, the school receives Year 7 Catch Up Premium which amounted to £500 per pupil in Year 7 who failed to achieve a level 4 by the end of KS2. This included 92% of pupils or 11 out of 12 in the 2014/15 cohort for which this payment was received. This amounts to £5,500. The DfE suggests that a school should, “assess the individual needs of each of the pupils who attract the year 7 catch-up premium to decide the best way to use the funding” and, “only select programmes and approaches that you know are effective.” Suggestions include; “individual tuition, intensive small-group tuition, external services and materials, summer schools that help students catch up over a short period of time,”

Our total allocation for the academic year 2015/2016 was £66,335.

Areas for improvement

1. Ensure all disadvantaged pupils have the appropriate support to access a full curriculum,
2. Ensure that disadvantaged pupils attainment and progress meets or exceeds that of their peers and gaps with their peers are closed,
3. Ensure that Year 7 pupils have the opportunity to increase their ability in Numeracy and Literacy,
4. Ensure that the basic needs of all pupils are met,
5. Ensure vulnerable pupils enjoy school and wish to attend.

Area for Improvement	What?	Who?	Success Criteria?	When?	Progress	Cost
1. Ensure all disadvantaged pupils have the appropriate support to access a full curriculum	<ul style="list-style-type: none"> An Autism specialist to target pupils who need additional support, both in class and out. 1:1 support in the TEACCH space or sensory room provided to named pupils to support progress of emotional maturity and development of independence. Resources to support this work have also been purchased. Paget Gorman Signing training has taken place in school allowing 25 members of staff to achieve the First Award. A high number of pupils with language difficulties benefit from Paget Gorman Signing as it supports speech and language development. A LAC specialist Teaching Assistant who targets LAC pupils within school and 	CS	<ul style="list-style-type: none"> Named pupils make progress through TEACCH activities. Including higher need Year 8 group. Staff comment that they have received appropriate training in appropriate use of the sensory room and feel confident to use it independently. Named pupils experience a significant reduction in office referrals. Multiple pupil independence trip visits take place with records kept of pupil achievement. Additional staff complete the PGSS First Award. At least 75% of the permanent staff at Woodlane have received PGSS training. PGSS used across the school, within assemblies 	Autumn/ Spring Term	<ul style="list-style-type: none"> 96% of pupils believe the school helps them to be independent. 30+ visits to the local community have taken place. Pupil comments in the questionnaire highlight that "I like the fact that other pupils can go to the sensory circuit. It helps them." 100% of Year 8 higher need class have completed set TEACCH activities. Some staff commented that they would like addition training in the use of the sensory room to increase their confidence to use it independently. A 7% reduction in whole school office referrals 	£22,582
		All Staff		Autumn Term		£1,080
		LI		Spring Term		£10,818

	<p>supports these students through 1:1 sessions, in class support or dedicated time of their choosing throughout a school week. They are the first point of contact for LAC pupils and will assist with the individual's PEP, raise attainment and support at meetings with outside agencies.</p>		<p>and in lessons, learning walks and lesson observations highlight it has embedded.</p> <ul style="list-style-type: none"> LAC specialist TA provides emotional support for looked after children in a 1:1 setting. LAC pupils comment that they have someone to talk to. 	Autumn Term	<p>was observed in comparison with the previous year when sensory support was not available. Named pupils with high sensory needs have also seen reductions in their referrals.</p> <ul style="list-style-type: none"> 90% of permanent teaching/assistant staff will have completed the PGSS First Award by July 2016. An increase in the use of PGSS noted, but additional progress will be explored during the Summer Term. 100% of LAC pupils highlight that they have an adult in the school that they can talk to if they have problems. The school percentage was 94%. 	
2. Ensure that disadvantaged pupils' attainment and progress meets or exceeds that of their peers and gaps with their peers are closed	<ul style="list-style-type: none"> Specialist Maths Tutors used to raise attainment within maths through small groups and 1:1 support on Saturdays. The Achievement for All two year programme to raise the attainment of target groups, drive school improvement and sustain improved support for disadvantaged pupils. 	<p>CM/TH</p> <p>CM/RM/TH</p>	<ul style="list-style-type: none"> Termly reports show that PP pupil attainment is broadly in line with non-PP pupil attainment in English and Maths. High attendance at GCSE Saturday Tuition. Predicted grades in maths increase as a result of tuition. 	<p>Autumn Term</p> <p>Autumn Term Spring Term</p>	<ul style="list-style-type: none"> PP pupils (98%) perform better than their non-PP peers (92%) in English. PP pupils (97%) perform slightly below that of their non-PP (100%) peers in Maths though the gap has closed year on year. 93% attendance at Saturday Tuition. 	<p>£3,400</p> <p>£6,800</p>

		GA/JW	<ul style="list-style-type: none"> AfA focus group 'KS3 Girls' demonstrates outstanding progress. 	Spring Term	<ul style="list-style-type: none"> Predicted grades increased from Autumn to Spring by an average of 1 grade. 	
		SW/SP	<ul style="list-style-type: none"> Disadvantaged White Boys group demonstrated outstanding progress. An increase in parental engagement through Structured Conversations. 	Spring Term Spring Term	<ul style="list-style-type: none"> 8 highly beneficial Structured Conversation sessions took place with the KS3 Girls group. No increase in parental engagement with Boy's Group. White Boys Group made excellent progress, exceeding the progress of the KS3 Girls group KS3 Girls group progress in Reading and Number was slightly lower than the KS3 cohort as a whole. 	
3. Ensure that Year 7 pupils have the opportunity to increase their ability in Numeracy and Literacy	<ul style="list-style-type: none"> Purchasing and promoting Mathletics around the school to increase the profile of maths and encourage pupils to enjoy and achieve within the subject. 	CM/MB	<ul style="list-style-type: none"> Pupils comment through pupil conferences that there they positive about their progress in Maths and recognise the increase in profile. Pupils can identify new Maths displays and opportunities such as theme days. Pupils engage highly with Mathletics, earning at least one Bronze certificate in Mathletics. A group of students make excellent progress through Mathletics achieve at least 3 Gold certificates. 	Autumn Term Spring term Spring Term Spring Term Autumn Term	<ul style="list-style-type: none"> 463 Mathletics certificates given out in assemblies highlighting high levels of engagement. 5 gold certificates were achieved highlighting outstanding levels of engagement. Pupil conference highlights that pupils recognise the focus on Maths and comment that this is now a favourite subject of theirs. Pupils completed homework in Mathletics but due to the complexity 	

			<ul style="list-style-type: none"> Pupils in KS3 complete at least one set piece of homework through Mathletics each and reflect on whether this is a suitable method for delivering numeracy homework. 		<ul style="list-style-type: none"> of logging in, this will not be a long term method of delivering homework. Nearly 150 hours of activity time has been completed by pupils logging in out of school. 	
4. To ensure the basic needs of all pupils are met	<ul style="list-style-type: none"> Breakfast club provides all students with access to a healthy breakfast and is staffed to encourage pupils to attend and eat before the school day begins. Opportunities for Respond Therapy have continued. A trained therapist attends Woodlane to meet selected pupils once a week to take part in art therapy. The SMT are provided with feedback from the sessions weekly, allowing support to be tailored and student's complex mental health discussed. A new changing hoist in the shower room to provide a more comfortable and supportive atmosphere for changing, toileting and physiotherapy. The school has a number of pupils who will benefit from its use. 	RF/CS	<ul style="list-style-type: none"> At least 15 pupils a day are provided with a breakfast and feel ready to begin the school day. 	Autumn Term	<ul style="list-style-type: none"> In average week (Jan-April 2016) breakfast club is attended 169 times throughout the week. 	£8,662
		SH/RM	<ul style="list-style-type: none"> An increased number of pupils attend compared to 2014/15. Pupil's feedback that school runs a successful breakfast club through the parent questionnaire. 	Spring Term	<ul style="list-style-type: none"> An increase of 23% of pupils attend in 2015/16 compared to 2014/15. 	£5,789
			<ul style="list-style-type: none"> Respond Therapy continues weekly for at least 4 pupils with high level of emotional or mental health difficulties. 	Autumn Term	<ul style="list-style-type: none"> 100% of pupils surveyed believe the school runs a useful breakfast club. 	
			<ul style="list-style-type: none"> Weekly de-brief with SMT provides useful information on pupil mental health. 	On-going	<ul style="list-style-type: none"> 5 pupils currently receive therapy weekly although the caseload will need to be changed when two year 11 pupils leave Woodlane. 	
			<ul style="list-style-type: none"> Staff feedback that RESPOND therapy continues to improve the emotional well-being of Woodlane pupils. 	On-going	<ul style="list-style-type: none"> Weekly debrief allows therapist to provide an overview of sessions and recommend additional input/support required. 	
			<ul style="list-style-type: none"> Changing room hoist installed and used to support pupils who are wheelchair users or have limited mobility. 	BS/OT	<ul style="list-style-type: none"> 21 pupils have benefitted from receiving Respond therapy over the last six years at Woodlane, and has shown to be highly beneficial in supporting the complex emotional 	Autumn Term

			<ul style="list-style-type: none"> Pupils' feedback that they feel more comfortable and are more able to support their own independence. Staff highlight that the new hoist significantly improves the speed and comfort they experience when completing a change. 	Autumn Term Autumn Term	<p>needs of Woodlane pupils.</p> <ul style="list-style-type: none"> Hoist installed in Autumn Term. Pupils agree that hoist has improved comfort. Staff comment on ease of completing a change with the hoist. Less-mobile pupils' attendance in lessons increases. 	
5. To ensure disadvantaged pupils enjoy school and wish to attend (enrichment).	<ul style="list-style-type: none"> Theme days provide opportunities for cross-curricular learning. Many students also require the opportunity to learn in context which theme days provide. Particularly, Globe Players who regularly come in to school to deliver productions on Shakespeare, Dickens, etc. productions. Introduce music lessons appropriate for Woodlane pupils once per week in KS3. A wide range of extra-curricular activities provide enrichment to students learning as well as reward achievement or provide targets for pupils, including the Year 9 camping residential. 	All Staff	<ul style="list-style-type: none"> A high percentage of parent feedback states that theme days are exciting and provide excellent enrichment of learning. An increase in sports and enrichment clubs able to be offered at lunchtimes. The gap in terms of behaviour between pupils who receive FSM and those who don't is closed. At least a 15% reduction in behaviour concerns across the whole school. Woodlane maintains attendance above the national average for special schools for both PP (89.9%) and Non-PP pupils (92.4%). Music lessons take place and build towards a final 	Spring Term	<ul style="list-style-type: none"> Over 50% of the school are engaged in a sports club of some kind at lunchtime at least once per week. New dance group set up to support those pupils with a desire to perform. 98% of parents surveyed believe that their pupil enjoys activities organised at break and lunchtime. Pupils who receive FSM were responsible for 51.5% of all behaviour incidents. This indicates that only a small gap exists in terms of behaviour. Current attendance for PP pupils is 93.2%, well above the national average. 	£2,304
		RR/RM		Autumn Term		£1,730
		TAs and Teach.		Spring Term		£710 +
				Spring Term		£1,440

	<ul style="list-style-type: none"> Staffed after-school clubs five nights a week provide the opportunity to continue learning within the school, supporting homework, providing enrichment or sporting enjoyment. Resurface the sports pitch to ensure it is safe for sports activities to take place. Attendance reward prizes are given to pupils with 100% attendance. Music lessons are delivered weekly to years 8 and 9 through Music House, leading to a final recorded piece shown to the rest of the school at the end of each term. 	<p>CM/RM</p> <p>FW/MK</p>	<p>performance at the end of the school year.</p> <ul style="list-style-type: none"> Pupil's perception of the school, teachers and their learning is all within a high percentile when measured through PASS. 		<ul style="list-style-type: none"> Current attendance for Non-PP pupils is 92.2%, slightly below the national average. Pupil responses through PASS highlight attitudes to attendance are very high, particularly in the context of an SEN school, and within the 47th percentile rank. Sports pitch used up to 5 times daily for safe and engaging sports activities. 95% of parents surveyed believe that school trips and enrichment activities are a worthwhile experience. The full school Christmas assembly watched pupils performing the drumming and music pieces learnt through Music House lessons. PASS highlights that Non-PP pupils have very positive feelings about the school. 100% within an excellent percentile. PASS highlights that Non-PP pupils are in a low (but not immediate cause for concern) percentile for feelings about school and 	<p>£7,422</p> <p>£10,055</p>
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					preparedness for learning which will require focus in 2016/17.	
Total Cost						£85,723