

Additional Funding Report April 2016- March 2017

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. Our total allocation for 2016/2017 (funded April 16-March 17) was £58,220.

One of these payments is Pupil Premium, which is a £935 payment attached to each of those pupils who receive free school meals under the Ever6 measure. This was originally budgeted for 63 out of 99 pupils at Woodlane, (£60,835) which was 64% of pupils. However, at the census in April 2017 this was confirmed as 55 out of 96 on roll (57%). The payment received was £50,520. The previous year (2015-16) total Pupil Premium received was £57,035 which suggests falling numbers are receiving PP. 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 Year 7 Catch Up Premium. In 2015/16, the payment received reflected the numbers on roll in 2014/15, and amounted to £500 per pupil in Year 7 who failed to achieve a level 4 by the end of KS2 (92% of pupils or 11 out of 12 of the cohort). The formula has been adjusted in 2016/17 so that the school receives a similar amount per pupil as the previous year, but is adjusted for increases or decreases in cohort size. In 2016/17 Woodlane will receive £7,700. 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.”*

A pupil who is classed as a Looked After Child (LAC) has additional funding attached totalling £1,900 per year. This funding is held by Virtual Schools who also determine how it is spent. In 2016/17 Woodlane had 3 pupils classed as LAC who received this funding, to a total of £5,700, but this money did not come directly to Woodlane. However, Virtual Schools have supported the school by agreeing to fund £5,000 of a whole school training and staff development programme on Attachment Awareness. This is reported on, but not counted as a direct cost.

Barriers to Learning:

At Woodlane High School, pupils who receive Pupil Premium (PP) can face a wide range of difficulties. These barriers to learning are not typical of every pupil who receives the payment, and are also not limited to those pupils who receive PP.

A pupil who receives PP may experience:

- Less financial support within the home.
- Less access to basic needs.
- Less support for school work/emotional support.
- Less opportunities for independence, or over-reliance on independence.

These barriers could affect the progress of a pupil who attends Woodlane High School in significant ways, including;

- Low aspirations.
- Low engagement in school life.
- Low prior attainment.
- Slower progress.
- Increased behaviour difficulties.
- Low attendance and punctuality.
- Low reading/writing/numeracy ages.
- Increased difficulty accessing the curriculum.

Areas for improvement to be tackled with Pupil Premium – triangulated with the School Plan 2016/17

1. Close the gap in terms of termly progress and outcomes achieved, between:
 - PP Pupils in core subjects compared to non-PP pupils.
 - Science compared to Maths/English
 - Girls compared to boys in Science
 - White British pupils in English compared to their peers
 - Black African pupils in Maths compared to their peers
2. Further increase the level of targeted specialist support and practical life skills of lowest 5 pupils to ensure all pupils make substantial and sustained progress.
3. Improve the behaviour, attendance, punctuality and general well-being of key groups, including 'White British', which triangulates with their level of progress.
4. To ensure disadvantaged pupils enjoy school and wish to attend (enrichment) and their basic needs are met.

Area for Improvement	What? (Funded through Pupil Premium)	Cost	Who?	Success Criteria?	When ?	Progress
<p>1. Close the gap in terms of termly progress and outcomes achieved, between:</p> <ul style="list-style-type: none"> Pupils who receive PP compared to those that do not in core subjects. Science compared to Maths/English Girls compared to boys in Science White British pupils in English compared to their peers Black African pupils in Maths compared to their peers 	<ul style="list-style-type: none"> Introduce Year 11 Science support club after school and on Saturday mornings. Subject leaders to attend relevant training. All subject leaders to participate in Good to Great programme. Targeted support and team teaching with Subject Leaders. Introduce formal mock exam sessions. Include White British and Black African as target groups in Good to Great. Monitor progress of target groups through AfA. Provide targeted behaviour and attendance support for target groups. Ensure role models visit and inspire pupils. Increase the engagement of parents. Ensure that Year 7 pupils have the opportunity to increase their ability in Numeracy through Mathematics 	<p>£0 (see club staffing)</p> <p>£0</p> <p>£0</p> <p>£0</p> <p>£0</p> <p>£0</p> <p>£0 (see AfA costs)</p> <p>£0</p> <p>£0</p> <p>£0</p> <p>£454</p>	<p>RM/LK</p> <p>LK</p> <p>LK, SP</p> <p>All</p> <p>RM/LK</p> <p>LK, SP, JJ</p> <p>LK</p> <p>RM</p> <p>TH/AFA</p> <p>RM</p> <p>Various</p> <p>TH/MJ/R</p> <p>M/CM</p> <p>SP</p>	<ul style="list-style-type: none"> There is no gap between pupils who receive PP and those that do not. Subject Leader is observed teaching outstanding lessons. 80% of pupils and above achieve at least Entry Level 3 in Science. The majority of Year 11 pupils attend weekend tuition. Subject Leader uses Good to Great strategies in the classroom. Progress of girls equal that of boys. 80% of White British pupils meet or exceed Flight Path progress in English. Parents attend next steps and GCSE support Evening. Parents attend parents' evening, Annual Review and reference groups. 80% of Black African pupils met or exceed expected Flight Path progress in Maths. Weekly visits from ex pro basketball player. Black history celebration inspires pupils and they 	<p>Autumn and Spring Term</p>	<p>There is no gap in progress between pupils who receive PP and those that do not. Both groups are achieving over 98% meeting and exceeding expectations within core subjects.</p> <p>The gap in termly progress has been closed in Science, with 98% of pupils meeting and exceeding expectations (see Autumn Term progress data).</p> <p>Tuition has continued to be generally well attended, however 2 borderline pupils have not engaged as regularly as anticipated.</p> <p>Girls have closed the gap on boys' progress in Science.</p> <p>Good to great strategies used in class (see Good to Great minutes and folder).</p> <p>The gap has been closed and White British pupils are now more likely to exceed their expectations in English and Maths (see Spring Term progress data pack).</p> <p>95% of Black African pupils met or exceed expected Flight Path</p>

				<p>provide positive feedback.</p> <ul style="list-style-type: none"> Year 10 pupils provide support for KS3. Pupils continue to use Mathematics around the school for homework and in lessons. Pupils continue to reflect positively on Mathematics. 		<p>progress in Maths (see Autumn Term progress data).</p> <p>Positive response from pupils regarding pro basketball player visits (conversation with pupils).</p> <p>Black History theme day was successful (see newsletter and display).</p> <p>Year 10 pupils continue to act as Maths mentors, during numeracy lessons, named pupil's self-esteem significantly increased, predicted grades increasing.</p> <p>KS4 parents evening is well attended, with $\frac{3}{4}$ of the Year 10 cohort in attendance.</p>
2. Further increase the level of targeted specialist support and practical life skills of lowest 5 pupils to ensure all pupils make substantial and sustained progress.	<ul style="list-style-type: none"> An Autism specialist to target pupils who need additional sensory support, both in class and out. Provide 1:1 support and resources 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. Provide specific SLCN programmes for named 	<p>£21,300</p> <p>£106</p> <p>£0</p>	<p>CS</p> <p>CS/TM/OT</p> <p>BK</p>	<ul style="list-style-type: none"> Named pupils gain functional Literacy and Maths skills. Named pupils reading ages increase by at least 6 months. Named pupils gain functional life skills, evidence through TEACCH assessment. Positive feedback from teachers and TAs regarding level of support – in evaluation questionnaires. Practical strategies for use with named pupils 	<p>Autumn and Spring Term</p>	<p>Two case studies created to explore progress of pupils working with Intervention Teacher. One pupil showing raised confidence and an increase of 3 months in reading age. One pupil shows limited progress, with regular regression. (See Case Studies).</p> <p>5 lowest ability pupils in terms of spoken language successfully run break time café building confidence in communication and practicing life skills.</p>

	<p>complex pupils (5 lowest ability).</p> <ul style="list-style-type: none"> • Provide workshops to parents relating to SLCN. • 2 members of staff will receive ELSA training and provide specialist interventions to support various areas e.g. self-esteem/managing feelings etc. • 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. 	<p>£0</p> <p>£0</p> <p>£2,130</p>	<p>MJ/AC/ BK</p> <p>CS/RF</p> <p>All Staff</p>	<p>shared and used by staff, observed in learning walks.</p> <ul style="list-style-type: none"> • Named pupils achieve 6 highly personalised/individualised targets on a termly basis. • Case study demonstrates the impact of the intervention on other subjects. • SIA to investigate and report on impact of the intervention strategies. • Governors to seek and visit outstanding special school to compare and contrast use of intervention teacher. • Formal presentation made to governors – Impact of intervention at Woodlane. 		<p>Case study shows one named pupil is exceeding expectations in Maths and Science, largely due to improvements in English (See Spring Term Intervention Teacher Case Studies).</p> <p>5 out of 6 pupils achieved all 6 personalised targets from the Autumn to Spring terms (See Intervention Folder – Literacy Profile).</p> <p>Formal presentation made by intervention teacher to governors and positive feedback received (See Presentation dated 17/11/16 and Governor Minutes).</p> <p>All members of staff within school have passed a level 1 PGSS qualification and this is now embedded across the school.</p>
<p>3. Improve the behaviour and attendance and punctuality of key groups, including 'White British', which triangulates with their level of progress;</p>	<ul style="list-style-type: none"> • Continue AFA programme and strategies. • Good to Great programme to deliver highly personalised curriculum support. • Plan directly with parents and encourage those parents of named pupils to be more involved in punctuality planning to reduce incidents of lateness. 	<p>£2,000</p> <p>£0</p> <p>£0</p>	<p>TH/AFA</p> <p>RM and Teachers</p> <p>RM</p>	<ul style="list-style-type: none"> • 5 named pupils behaviour incidents reduce by at least 25%. • 5 named pupils attendance improves to at least 95% or above. • Parents are actively involved in improving punctuality. • Parents are aware of expectations. • Rates of lateness reduce by at least 25%. 	<p>Autumn and Spring Term</p>	<p>3 x named pupils reduction in behaviour incidents by 66/75/55% in Autumn Term. No significant reductions for 2 x named pupils (see behaviour data).</p> <p>4 x named pupils have achieved over 95% attendance year to date. 1 x named pupil has not, however, attendance has improved from 90-93%.</p>

<ul style="list-style-type: none"> • Send punctuality and attendance cards on a half termly basis. • Targets and rewards for named pupils with poor behaviour and poor lateness rates (below 6%) to improve punctuality. • End of term reward trip to celebrate behaviour. • End of year reward trips for highest attending tutor groups. • Plan with pupils and use their ideas to ensure they are motivated to make improvements. • Create targeted attendance plan for pupils with attendance below 90%, which includes rewards. • Introduce parent texting service. • Whole school Attachment Awareness (emotion coaching) training, x1 Full Day Inset and x3 Twilight throughout the school year. All staff to implement this approach across the school. 	£0	RM	<ul style="list-style-type: none"> • Parents receive texts detailing absence or lateness. • One pupil with poor behaviour will improve significantly and be rewarded by attending a trip. • Spring 17 attendance reward trip attended by at least 75% of pupils. • Attendance reward prizes are given to at least 10 pupils with 100% attendance in Summer Term. • At least 2 PP pupils to achieve 100% attendance for the whole school year. • PASS survey demonstrates a year on year increase in pupil's attitude to attendance. • 100% of staff complete the Attachment Awareness training. • School achieves Attachment Aware status and positive outcomes shared at Tri-Borough conference. 	<p>Attendance cards sent out half termly.</p> <p>Incidents of lateness have reduced by 35% (see Autumn Term attendance data).</p> <p>Named pupils have reduced lateness by 82/80/44/40/33% (see Autumn Term Attendance data).</p> <p>47 pupils (75%) attended the school's behaviour reward trip in the Spring Term.</p> <p>One named pupil made significant improvements leading to attendance on a</p> <p>Text communication was investigated, however, was not deemed value for money at this time.</p> <p>2 PP pupils achieved 100% attendance.</p> <p>PASS shows that Woodlane pupils attitude to attendance increased by 4.5% year on year.</p> <p>Woodlane presentation at conference highlights excellent outcomes from the training. Emotion coaching now embedded across the school</p>
	£0	RM		
	£496	RM		
	£67	RM/Teachers		
	£143	RM		
	£0	RM		
	£0	RM/BS		
	£5,000	RM/K Cairns		

<p>4. To ensure disadvantaged pupils enjoy school and wish to attend (enrichment) and their basic needs are met.</p>	<ul style="list-style-type: none"> • Theme days provide opportunities for cross-curricular learning, such as story telling or dance. Many students also require the opportunity to learn in context which theme days provide. • Globe Players attend school to deliver productions including Shakespeare and Dickens, at an appropriate level of the pupils. • A wide range of extra-curricular activities provide enrichment to students learning as well as reward achievement or provide targets for pupils. • End of year reward trip to celebrate excellent behaviour and achievement. • Year 9 Camp Trip takes place. • Staffed after-school clubs four nights a week to provide the opportunity to continue learning within the school, supporting homework, providing enrichment or sporting enjoyment. • A LAC specialist Teaching Assistant who targets LAC pupils within school and supports these students through 1:1 sessions, in class support or dedicated 	<p>£1,742</p> <p>£800</p> <p>£0</p> <p>£1,492</p> <p>£718</p> <p>£9,475</p> <p>£22,248</p>	<p>All Staff</p> <p>JJ</p> <p>All Staff</p> <p>RM/TH</p> <p>RM</p> <p>PB/ Various</p> <p>TM LI</p>	<ul style="list-style-type: none"> • School Improvement Day sees high attendance and low instances of behaviour issues. • Animal Man in attendance on last day of term, at least two pupils overcome a fear of animals to attend. • Globe Players deliver A Christmas Carol to Year 11 pupils with at least three parents attending. • Most Year 9 pupils attend the camping trip and their experiences are shared. • Pupil wellbeing (PASS) survey shows feelings about school have increased year on year. • Pupil conference shows that pupils have enjoyed the enrichment opportunities this year and can name at least 5. • Pupil questionnaire shows continued positivity regarding the school breakfast club and the varied menu on offer. • Pupil attendance at after-school clubs remains high – with at least 5 pupils attending each club. • Pupil attendance breakfast club remains high – with at least 10% 	<p>Spring – Summer Term</p>	<p>Zero office referrals on School Improvement Day for behaviour. One for anxiety regarding change.</p> <p>PASS shows that there was a rise of 8 percentage points in pupil's feelings about school.</p> <p>Two sets of parents attended A Christmas Carol – all Year 11 pupils attend the performance. Pupils had a better understanding of the story which appears on the GCSE syllabus.</p> <p>100% of Year 9 pupils attended the camping trip. Pupil conference highlights the excellent opportunities it provided for Year 9 pupils to develop their independence skills in a new and challenging environment.</p> <p>On average 20% of the school cohort attend breakfast club each morning, rising to 35% each Tuesday. A similar percentage of staff also attend.</p> <p>The most popular afterschool club is now Dodgeball, with 20 students attending (almost 1/3 of the school).</p> <p>In the January Questionnaire, 99% of pupils felt there was</p>
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	<p>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> <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. 	<p>Staff: £1,630 Meals: £5,480</p> <p>£6,632</p>	<p>Eden/CS /RF</p> <p>SF</p>	<p>of the school cohort attending.</p> <ul style="list-style-type: none"> • Respond Therapy feedback shows that it continues to be an important provision for pupils who require additional support to express their feelings and emotions. • Pupil questionnaire suggests that all pupils feel they have somebody they can talk to in school. 	<p>someone in the school they could talk to. One pupil disagreed, after investigation a named member of staff was allocated.</p> <p>Respond therapy caseload continues to be full.</p>
Total Cost		£81,913 (£5,000 provided through Virtual Schools)			