

Additional Funding Report: April 2017- March 2018

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. Woodlane is expecting this to total approximately £47,000 for 2017-18.

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 budgeted for 45 out of 95 pupils - 47% at Woodlane, (£42,075). However, by the time of the census, due to changing roll, this had reduced to 42 out of 95 pupils - 44% (£39,270). The previous year (2016/2017) our total allocation received (funded April 16-March 17) was £58,220. In 2015/16, this was £57,035 which suggests a significant fall in numbers 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 2017/18, the payment received will amount to £5,500. Historically this was paid per pupil in Year 7 who failed to achieve a level 4 by the end of KS2 (all pupils in the cohort). The formula was adjusted in 2016/17 so that the school will always receive a similar amount per pupil as the previous year, but adjusted for increases or decreases in the cohort size. In 2016/17 Woodlane received £7,700. The difference is due to a smaller Year 7 intake. 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 2017/18, Woodlane has 1 pupil classed as LAC. In 2016/17 this was 3 pupils. Woodlane does not directly receive this funding, however, Virtual Schools have often supported the school by agreeing to fund training and staff development programmes that will directly support the development of pupils in their care. This may be 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.

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.

Specific areas for improvement to be tackled with Pupil Premium – triangulated with the School Plan 2016/17 and 2017/18.

1. Close the gap in terms outcomes achieved by Year 11 pupils and improve the termly progress for specific groups, including:
 - The outcomes for pupils in receipt of PP, in English, Maths and Science compared to those who do not receive PP.
 - The outcomes of pupils with mental health difficulties in core subjects, compared to their peers.
 - The progress of Black African pupils in Maths, compared to their peers.
 - The progress of White British pupils, compared to their peers.

2. Improve the behaviour, attendance, punctuality and general well-being of key groups, specifically:
 - The attendance of pupils in receipt of PP, compared to those who do not receive PP.
 - The behaviour of White British and Black Caribbean pupils, compared to their peers.
 - The feelings about school and self of pupils with mental health difficulties, compared to their peers.
 - The understanding and knowledge of the most vulnerable pupils of key SRE issues, such as consent.

3. To ensure staff are equipped with increased knowledge and understanding in order to support disadvantaged pupils, specifically:
 - Staff are trained to support the language development of the lowest ability learners.
 - Staff are trained to support the mental health of young people.
 - Staff are trained to use technology that will increase engagement and raise progress.
 - All Teaching Assistants are assigned to a specific subject to increase targeted support available.
 - All Teaching Assistants are given a whole school responsibility to increase targeted support available.
 - Staff receive relevant information related to those pupils in receipt of PP at Woodlane High School.

Impact of Pupil Premium (from this Pupil Premium reporting cycle - Financial Year 2017/18):

- The Spring Term 2018 data demonstrates a very small gap in progress (0.6%) between pupils who receive PP and those that do not. Both groups are achieving over 98% meeting and exceeding expectations within English, Maths and Science.
- The gap is extremely small in English (0.8%) and Maths (0.7%).
- The proportion of Y11 pupils with MHD who meet or exceed expected progress in Science rose to 100% in the Spring Term. A rise of 33% from the Autumn Term.
- The proportion of WBRI pupils who meet or exceed expected progress in English rose to 98.5% in the Spring Term.
- 88% of all pupils made progress on the last reading test and 3 out of 3 target pupils now meeting expectations in English – Reading.
- Confidence in Learning (as assessed through PASS) has reached 80%, a rise of 6% year on year.
- 99% of pupils report in the pupil questionnaire that they have an adult in school they can talk to if they have a problem.

Impact of Pupil Premium (from last Pupil Premium reporting cycle - Financial Year 2016/17):

- Summer Term 2017 data demonstrates 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.
- Girls have closed the gap on boys' progress in Science.
- White British pupils have closed the gap on their peers. They are more likely to exceed expectations in English than their peers. They are more likely to meet and exceeded expectations in Maths than their peers.
- 3 x named pupils reduced behaviour incidents by 66/75/55% in Autumn Term 2016/17.
- Incidents of lateness have reduced by 35% in Autumn Term 2017.
- Named pupils have reduced lateness by 82/80/44/40/33% in Autumn Term 2016/17.
- 2 pupils who receive PP achieved 100% attendance.
- PASS shows that there was a rise of 8 percentage points in pupil's feelings about school.

| Area for Improvement | What? (Funded through Pupil Premium) | Cost* | Who? | When? | Success Criteria? | Progress |
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| <p>1. Close the gap in terms of termly progress and outcomes achieved, specifically:</p> <ul style="list-style-type: none"> The outcomes for pupils in receipt of PP in English, Maths and Science compared to those who do not receive PP. The progress and outcomes of pupils with mental health difficulties in core subjects, compared to their peers. The progress of Black African pupils in Maths, compared to their peers. The progress of White British pupils in English, compared to their peers in | <ul style="list-style-type: none"> Provide time-limited Saturday tuition (Maths/Science) for pupils receiving Pupil Premium who may not otherwise have access to this form of support. | £1800 for Feb - Mar | TH/RM/ Subject Leaders | Spring Term | <ul style="list-style-type: none"> 100% of target pupils attend 5/6 Saturday sessions for each subject. 100% of target pupils attend 80% of after school Science Club. | <p>4 pupils engaged superbly for at least 5 out of 6 weeks. 2 pupils did not engage with Saturday tuition.</p> |
| | <ul style="list-style-type: none"> Targeted reading and literacy interventions by Specialist SPLD Intervention Teacher aimed at those with lowest literacy levels. | £13,450* and £15,347* | BK | Autumn & Spring Term | <ul style="list-style-type: none"> The % of PP pupils meeting and exceeding expected outcomes in Maths increases from 77% to over 80%. | <p>Year 11 Science club (Weds) attended throughout the Spring Term by 4 pupils. 1 target pupil could not attend.</p> |
| | <ul style="list-style-type: none"> Targeted SRA interventions by English Coordinator aimed at three specific KS3 PP pupils during the Autumn Term. Pupils have low reading age but with the cognitive ability to take GCSE English when in KS4. | £6998* | JJ | Autumn & Spring Term | <ul style="list-style-type: none"> The % of PP pupils meeting and exceeding expected outcomes in Science increases from 42% to over 80%. | <p>Outcomes for PP pupils in English, Maths and Science - see next steps.</p> |
| | <ul style="list-style-type: none"> Staff to engage in direct support for pupils within the target group through Good to Great programme. Good to Great strategies are shared with whole staff. | £0 | RM/ Teachers | Spring Term | <ul style="list-style-type: none"> The % of PP pupils meeting and exceeding expected outcomes in English increases from 77% to over 80%. The % of PP pupils meeting and exceeding expected outcomes in Science increases from 42% to over 80%. | <p>The proportion of Y11 pupils with MHD who meet or exceed expected progress in Science rose to 100% in the Spring Term. A rise of 33% from the Autumn Term.</p> |
| | <ul style="list-style-type: none"> Schedule INSET on strategies to improve Pupil Premium outcomes - closing the gap. Year 11 after school GCSE support clubs for English, Science and Maths. To support pupils with progress towards GCSE. Supported | £0 | TH | Summer Term 2017 | <ul style="list-style-type: none"> The % of pupils with mental health difficulties (MHD) meeting and exceeding expected progress in Science increases from 78% to over 97%. | <p>The proportion of WBRI pupils who meet or exceed expected progress in English rose to 98.5% in the Spring Term.</p> |
| | | £1000* approx. | | Spring Term | <ul style="list-style-type: none"> The % of White British (WBRI) pupils meeting and exceeding expected progress in English | <p>The proportion of BAFR is currently 90%, the same as level the Autumn Term. This is a continued focus for the Summer Term.</p> |

*NB: Where costs cannot be associated solely to PP pupils, a percentage of the costs will be used.

This reflects the percentage of PP pupils on roll at Woodlane at the time of budgeting for PP spending (47%).

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| | by subject specific/trained TAs. | | | | <p>increases from 94% to over 97%.</p> <ul style="list-style-type: none"> The % of Black African (BAFR) pupils meeting and exceeding expected progress in English increases from 95% to over 97%. Personalised Good to Great strategies are used for pupils receiving Pupil Premium and shared with all staff. Staff use closing the gap strategies. Three named pupils receiving targeted support exceed expectations of progress in English - Reading. | <p>Reading and Literacy interventions took place throughout Autumn Term for those pupils with lowest recorded reading ages. 88% of all pupils made progress on the last reading test.</p> <p>3 out of 3 target pupils now meeting expectations in English Reading.</p> <p>Good to Great programme is now being delivered by TAs from November 2017. Strategies and evidence included in G2G folder.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> The school will provide additional targeted resources for those pupils for whom attendance at Saturday tuition was not suitable. Outcomes will be evaluated and updated in August 2018. |
| 2. Improve the behaviour, attendance, punctuality and general well-being of key groups, specifically: | <ul style="list-style-type: none"> Engage parents through attendance and punctuality cards and letters. Devise individual targets/rewards for named pupils with parents. Weekly attendance and punctuality figures delivered at tutor time and through assembly. | £0 | RM | Autumn Term | <ul style="list-style-type: none"> 'White British' attendance raises above national average of at least 91.2%. 'Black Caribbean' (BCRB) attendance raises above national average of at least 91.9%. 'Pupil Premium' attendance raises above national average of at least 89.9%. | <p>Punctuality and Attendance cards given out in Autumn and Spring Term. Parent's report greater understanding of pupil attendance and the impact on learning.</p> <p>Pupil Premium attendance (88.3%) is a small</p> |
| | | £0 | RM | Autumn Term | | |
| | | £0 | RM | Autumn Term | | |

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| <p>compared to non-PP pupils.</p> <ul style="list-style-type: none"> The behaviour of White British and Black Caribbean pupils, compared to their peers. The feelings about school and self of pupils with mental health difficulties, compared to their peers. The understanding and knowledge of the most vulnerable pupils of key SRE issues, such as consent. | <ul style="list-style-type: none"> RESPOND therapist attends one day per week and meets with x5 pupils with mental health difficulties in Year 11. Trainee RESPOND therapist attends one day per week and meets with x4 pupils with mental health difficulties in years 7-10. Drawing and Talking Therapy takes place for named pupils. Image in Action sessions take place. Autumn Term for Years 10 and 11, Spring Term for Years 8 and 9 SRE. | <p>£2959*</p> <p>£0</p> <p>£0 see training</p> <p>£2500</p> | <p>AL</p> <p>SM</p> <p>TT/LI</p> <p>FW/liA</p> | <p>Autumn Term - on-going</p> <p>Autumn Term - on-going</p> <p>Autumn Term</p> <p>Autumn and Spring Term</p> | <ul style="list-style-type: none"> Pupils on RESPOND caseload attend sessions at least 90% of the time. Pupils on RESPOND caseload highlight in pupil questionnaire that they have somebody to talk to and continue to benefit from sessions. The % of PP pupils who meet and exceed expected outcomes in core subjects increases from 66% to over 80%. The % of pupils with mental health difficulties who meet and exceed expected outcomes in core subjects increases from 62% to over 80%. A 10% improvement in pupils' <i>'self-regard as a learner'</i> and <i>'response to curriculum demands'</i> compared to the 2016/2017 PASS survey. <i>'Confidence in Learning'</i> in PASS survey exceeds 80%. | <p>percentage below the national average for SEN schools, (89.9%). However this is attributed to long term absence of two pupils in the group.</p> <p>BCRB attendance (87.2%) is below the national average for SEN schools (91.9%). This is attributed to long term absence of one pupil due to mental health within a small group size (6). Removing this pupil increases the BCRB attendance to 90.2%</p> <p>RESPOND therapist and trainee in place – Autumn Term 2017/18. 9 pupils in total on caseload. Attendance to sessions has been excellent.</p> <p>99% of pupils report in the pupil questionnaire that they have an adult in school they can talk to if they have a problem.</p> <p>4 pupils have begun D&T Therapy and initial reports are that this will be of benefit.</p> <p>Outcomes for MHD and PP pupils - see next steps.</p> |
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| | | | | | | <p>The school's 10 point rise in percentile score in PASS demonstrates the school has improved pupils self-regard as a learner and response to curriculum demands, comparative to other schools nationally.</p> <p>However, the percentage of pupils who answered these questions positively fell year on year.</p> <p>Confidence in learning has reached 80%, a rise of 6% year on year.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Outcomes will be evaluated in August 2018 when qualification results are published. • Explore alternative ways to improve the attendance of target groups BCRB and PP. • Explore alternative ways to improve pupil's response to curriculum demands and self-regard as a learner. |
| 3. To ensure staff are equipped with increased knowledge and understanding in order to support disadvantaged pupils, specifically: | <ul style="list-style-type: none"> • Embed subject specific roles. • Provide opportunities for increased external and accredited training. | <p>£0</p> <p>£budget</p> | <p>TM/TAs</p> <p>TH/TH</p> <p>TM</p> | <p>Summer/ Autumn Term</p> <p>Autumn Term</p> | <ul style="list-style-type: none"> • Subject specific roles have been assigned and recruitment as taken place. • TAs have gained subject specific training which supports their training | <p>One TA attended a training course related to music, two others attended training specific to Drawing and Talking Therapy.</p> |

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| <ul style="list-style-type: none"> • Staff are trained to support the language development of the lowest ability learners. • Staff are trained to support the mental health of young people. • Staff are trained to use technology that will increase engagement and raise progress. • All Teaching Assistants are assigned to a specific subject to increase targeted support available. • All Teaching Assistants are given a whole school responsibility to increase targeted support available. • Staff receive relevant information related to those pupils in receipt of PP at Woodlane High School. | <ul style="list-style-type: none"> • Ensure all TAs have a named and specific whole school focus. • Schedule sections in meeting for TA contributions. • Share information on target groups with all staff through information displayed in staff room. • Provide external IWB training from SMART. • Provide training and support in use of iPad for speech to enhance learning of named pupil. • PGSS training takes place. • Drawing and Talking Therapy training takes place, enabling two new members of staff to deliver sessions. • One TA to attend 'The Explosive Pupil' behaviour management course to support two specific PP pupils. • One member of SLT to attend 'Engaging and Supporting the Progress of Boys' conference. • Two intervention teachers to attend training on; 'Making it work for Dyslexia'. | <p>£0</p> <p>£0</p> <p>£0</p> <p>£695</p> <p>£0</p> <p>£1350</p> <p>£360</p> <p>£195</p> <p>£269</p> <p>£100</p> | <p>TM</p> <p>TH</p> <p>TH/RM</p> <p>AC</p> <p>All Staff</p> <p>TT/LI</p> <p>TT</p> <p>TH</p> <p>BK/JJ</p> | <p>Summer Term 2017</p> <p>Autumn Term</p> <p>Spring Term</p> <p>Autumn Term</p> <p>Autumn Term</p> <p>Autumn Term</p> <p>Autumn Term</p> <p>Summer Term 2017</p> <p>Autumn Term</p> | <p>needs. As a result resources are personalised.</p> <ul style="list-style-type: none"> • All TAs have a named whole school focus and collate file of evidence e.g. display, drawing and talking, music etc. • TAs increasingly share their expertise in meeting which is noted in meeting minutes. • The quality of TA support is consistently judged as outstanding in learning walks and PM observations. • Staff are more aware of target groups through, quick look staffroom poster. • Staff are more confident and innovative in their use of IWB, evidenced through Learning Walk. • Staff use innovative technology to motivate pupils and enhance teaching and learning. • Formal governor visit related to technology shares details of best practice and celebrates successes. • Pupils provide positive and specific feedback on use of technology in the classroom. • Staff receive iPad training and are better able to support named pupil. | <p>IPad training took place with AC for all teaching staff July 2017. Follow up training delivered with TA team in January 2018.</p> <p>Whole school SMART training delivered in January 2018.</p> <p>In the Spring Term 2018, 54% of TAs were observed providing outstanding support with the rest good with some outstanding features.</p> <p>x2 TAs trained to deliver Drawing and Talking Therapy in school.</p> <p>x2 Intervention Teachers attended Dyslexia Training 3.10.17.</p> <p>INSET training delivered to all staff related to PP.</p> <p>All PP pupils have an assigned school champion.</p> <p>The progress gap between pupils in receipt of PP and those who do not was 3.1% in the Autumn, this had fallen to 0.6% in the Spring.</p> <p>Next Steps:</p> |
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| | | | | | | <ul style="list-style-type: none"> • Formal Governor visit related to technology. • Pupil Conference on the use of technology in school. |
| Total Budgeted Cost | | £47,023 | | | | |

Who? Purple – SLT/Governors

Grey – Subjects Leaders/Teachers

Pink – TAs/Cover Supervisor/Support staff

Blue – Support Agency Partnerships

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