

Pupil Premium funding

Pupil premium is additional funding given to schools so that they can support those vulnerable pupils who are at risk of underachievement. The government believes that this funding is the way to tackle disadvantage and reach the pupils who need it most.

'We believe it is unacceptable for children's success to be determined by their social circumstances. We intend to raise levels of achievement for all disadvantaged pupils and to close the gap between disadvantaged children and their peers.'

Dfe 2010-2015 Government Policy: Education of Disadvantaged Children

Within the Academy there are approximately 25% of children who qualify for Pupil Premium. There are a number of barriers to learning for these children including low aspirations, low expectations, lack of readiness to learn (no breakfast, incorrect or no uniform), narrow experiences of life outside school, poor English and mathematical skills and the need of parental engagement within their learning experience.

The Pupil Premium strategy review for this academic year will be undertaken on 24th November 2016 by the finance, standards and buildings governor committee.

Funding in 2015-2016 was £150,480

Funding in 2016-2017 will be £151,800

How funding has been spent and the impact during 2015 – 2016

Activity/Resource	Purpose	Impact
Parent/pupil support co-ordinator Attendance Manager Learning Mentors	To continue to provide support for pupils and parents to overcome barriers inside and outside school and strengthen children's resilience and well-being. Support families to improve attendance and provide advice to overcome issues involving children's attendance. To support children with emotional and behavioural needs and enable them to access the curriculum.	26 children who qualify for Pupil Premium had poor attendance. Of those 69% have now improved their attendance. 100% of children who qualify for Pupil Premium made progress regardless of barriers. Maths 81% at least expected progress Writing 90% at least expected progress Reading 73% at least expected progress
Teaching Assistants.	To continue to deploy highly skilled/trained staff to work 1:1 or in small groups to deliver language, maths, reading, phonics and writing booster programmes for targeted children, to accelerate progress of those children who qualify for Pupil Premium.	The following figures represent good or better progress made by children who qualify for Pupil Premium across the Academy. 84% Writing 84% Reading 86% Maths
Phonic booster – HLTA	To raise the number of children who qualify for Pupil Premium to achieve the expected level in Y1/2	80% of those children who qualify for Pupil Premium passed the Y1 Phonic Screening Check.

	Phonic Screening Check.	An increase from 38% in 2015.
Additional Y6 teacher	To work with children in Y6 including some of those who qualify for Pupil Premium to raise their confidence and self-esteem, enhancing their opportunities to achieve in line with their peers.	Maths 66% made expected progress Writing 100% made accelerated progress Reading 66% accelerated progress & 33% expected progress
Pixl	Online resource to accelerate the progress of children in Y5 and Y6 in maths and English. This resource is accessible at home and at school.	100% of the children who undertook the Pixl programme achieved age related expectations at the end of the academic year.
Third Space Learning	Interactive one to one tutoring programme to improve knowledge and skills in mathematics for identified children who qualify for Pupil Premium.	80% of children who undertook this intervention achieved age related expectations in maths.
Reading books	New reading books to be purchased to further raise the interest and attainment of reluctant readers and to develop their love and reading.	This has been very well received by children and parents within EYFS. Attainment has risen from 62% to 72% in reading within EYFS.
First Class at Number	Training for staff and use of high quality resources to deliver a maths intervention programme this should accelerate the progress in maths of identified children, most of which qualify for Pupil Premium.	100% of children who qualify for pupil premium and undertook this intervention made more than expected progress in maths.
Marvellous Me	Online resource (app to for parents to download) which prompts parents to engage their children into a meaningful conversation about their day at school. Parents will hopefully be able to have further insight into their children's learning and hopefully increase confidence, progress and well-being for the children.	We had a total of 359 primary parents (77%) sign up to MarvellousME initially. Some primary parents then shared their enthusiasm with family members which gave us a total of 510 engagement by families. MarvellousMe has had a positive impact on the atmosphere in the learning room for the children – building self-esteem, confidence and instilling happiness. All staff members have found that the children are very excited by it.
iPads	Purchase of iPads on a rolling programme across the school being used for learning labs and interventions which offers the children new technology and	Positive feedback from pupils, teachers and parents have shown that these have been an invaluable tool in many ways to enhance learning and a sense of self-

	enhances their skills for life.	worth. Pupil comment: 'I never thought I would be able to use an iPad in my life, I'm really lucky.'
Toast and Drink	The Academy will continue to provide toast and a drink during snack time for all children who qualify for free school meals.	This has ensured that children are well nourished and ready to learn.
Off site visits	Funding is allocated to ensure children who qualify for Pupil Premium have the same opportunities as their peers.	Children participated in additional learning experiences outside their normal school activities enabling them to experience events, engage socially and learn in a manner which is different to that in the classroom environment. Pupil comment regarding a WW2 visit to Severn Valley Railway: 'It was the best thing ever. I had never been on a train before and it was so good.' Pupil comment from residential visit: 'I loved the scenery, I have never seen anything so beautiful before.' 'I did things I don't think I'll ever do again'.
SALT (Speech and Language Therapy)	To improve speech and language skills for children across the Academy including those who qualify for Pupil Premium.	33% of children who qualify for Pupil Premium and have undertaken S & L therapy have now been discharged as a direct result of intervention undertaken at Woodlands Academy.
CPOMS	Online safeguarding communication to improve the management of child protection and similar incidents and actions. To track communication with external agencies, parents and carers.	Used daily to record incidents, ongoing events and actions linked to the well-being and safeguarding of the children within the Academy. This resource is used by all staff and has proved to be a great benefit.

How well do our disadvantaged children achieve in comparison with our non-disadvantaged children?

End of KS2 2016

	Disadvantaged Children working towards ARE	Disadvantaged Children at ARE/+	Non-disadvantaged Children working towards ARE	Non-disadvantaged Children at ARE/+
Reading	40%	60%	23%	77%
Writing	13%	87%	14%	86%
Maths	27%	73%	23%	77%

How will funding for 2016 – 2017 be spent?

Activity/Resource	Purpose	Impact
Parent/pupil support co-ordinator Attendance Manager	Give support and guidance to pupils and parents to overcome barriers inside and outside school	

Learning Mentors	<p>which may have an impact on the attendance, well-being and education of some children.</p> <p>To support children with emotional and behavioural needs to help them to become well-rounded individuals with high expectations of themselves.</p>	
Teaching Assistants.	Due to the success of this intervention we will continue to deploy highly skilled/trained staff to work 1:1 or in small groups to deliver language, maths, reading, phonics and writing booster programmes for targeted children.	
Phonic booster – HLTA	To continue to raise the number of children who qualify for Pupil Premium to achieve the expected level in Y1 Phonic Screening Check.	
Additional Y6 teacher	To raise the confidence and self-esteem of some Y6 children who qualify for Pupil Premium and have additional needs, giving these children the opportunity to achieve in line with their peers.	
Pixl	Online resource to be used as intervention for target children in Y5 and Y6 for maths, grammar and reading. This resource is accessible at home and at school.	
Third Space Learning	Interactive one to one tutoring programme to improve confidence, knowledge and skills in mathematics for identified children.	
Reading intervention	Reading interventions to be undertaken with target children to further raise the interest and attainment of reluctant readers and to develop their love and reading	
Marvellous Me	Continue to engage parents in their children's learning through this online resource.	
Toast and Drink	The Academy will continue to provide toast and a drink during snack time for all children who qualify for free school meals.	
Off site visits	Funding will continue to be allocated to ensure children who	

	qualify for Pupil Premium have the same opportunities as their peers.	
SALT (Speech and Language Therapy)	To improve speech and language skills for children across the Academy including those who qualify for Pupil Premium.	
CPOMS	The Academy will continue to pay for licences for this online safeguarding communication to track communication with external agencies, parents and carers as well and continued actions within the academy regarding safeguarding and the well-being of our children.	