

# Woodlands Academy

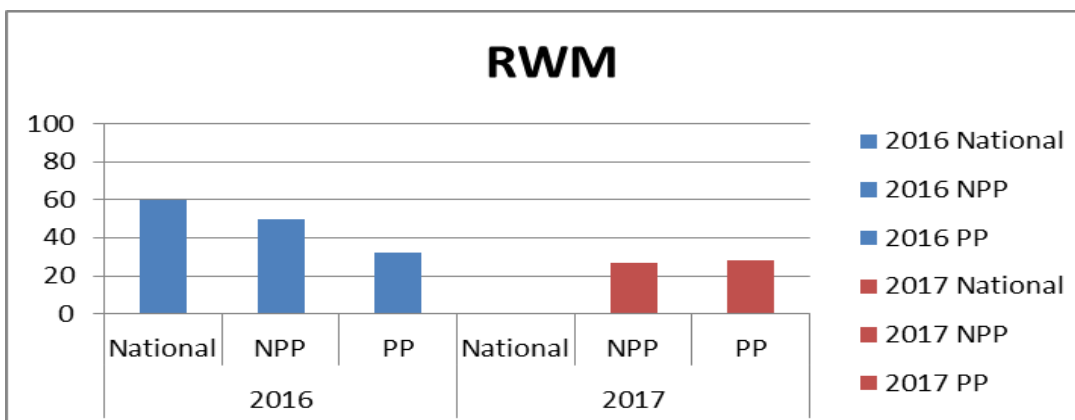
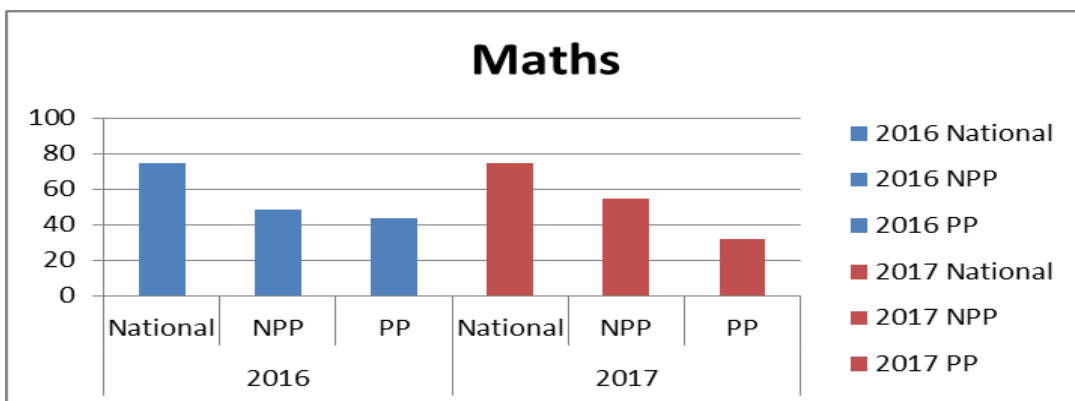
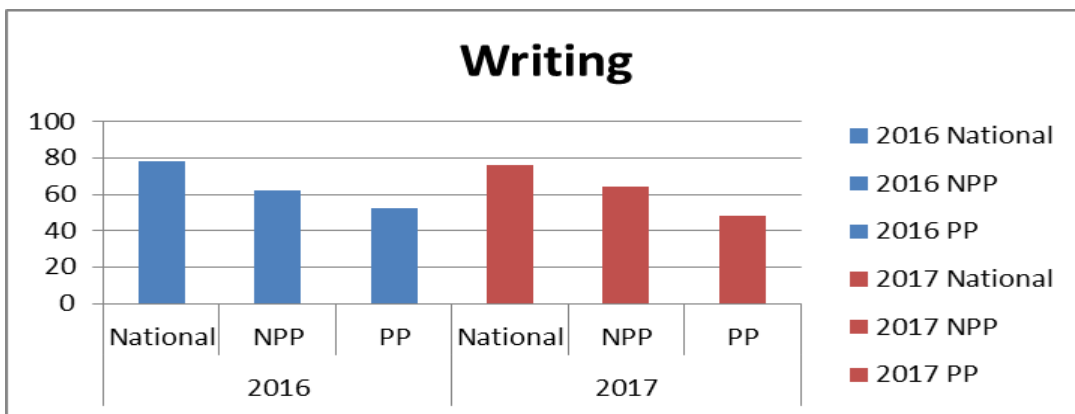
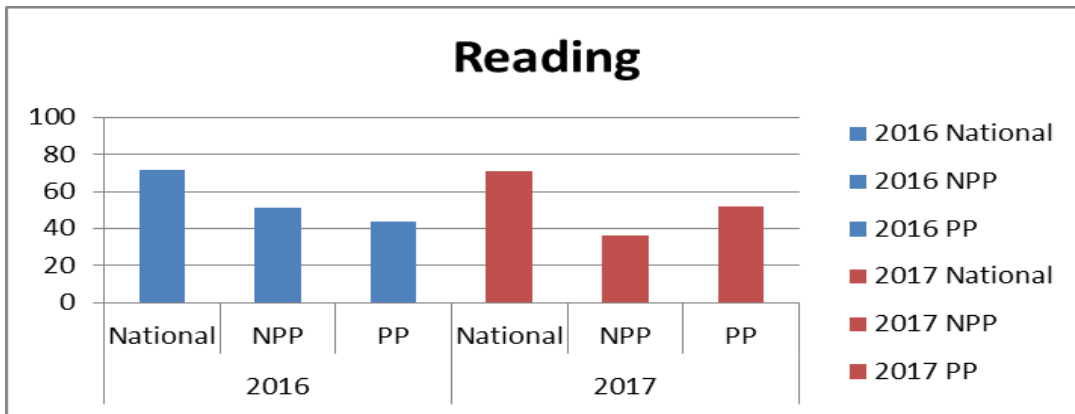
## Pupil premium grant expenditure Report to governors: 2016/17

### Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	246
Total number of pupils eligible for PPG	82
Amount of PPG received per pupil	£1320
<b>Total amount of PPG received</b>	<b>£108,240</b>

Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)								
Academic Year	2016			2017				
Pupil Group	Nat	NPP (25)	PP (22)	Nat	NPP (14)	PP (22)		
<b>% Pupils meeting expected standards and above at the end of KS2:</b>								
Reading	66	51	44	71	36	52		
Writing	74	62	52	76	64	48		
Maths	70	49	44	75	55	32		
RWM Combined	53	50	32		27	28		
<b>End of KS2 Progress KS1 – KS2:</b>								
Academic Year	Progress Score 2016				Progress Score 2017			
Pupil Group	Nat	NPP	Nat	PP	Nat	NPP	Nat	PP
Reading	0.3	0.60	-0.7	-0.95		2.1		-4.6
Writing	0.1	2.03	-0.3	-1.36		3.0		-5.2
Maths	0.2	0.85	-0.5	-2.39		1.5		-7.3

KS2 Attainment and Progress – 2 Year Trend



- School outcomes compared with National – Gap narrowed in Reading
- In-School outcomes comparing Non Pupil Premium to Pupil Premium – Gap narrowed in Reading
- Progress KS1 to KS2: Non Pupil Premium make positive progress. Pupil Premium Pupils' progress weak in all areas.

## Summer 2017

Year Group	No. of Disadvantaged Pupils	%
Year 1	12	44
Year 2	14	47
Year 3	22	65
Year 4	19	68
Year 5	21	70

## Impact of Spending 2016\_2017

Attainment of Pupils eligible for Pupil Premium Grant and Pupil Premium Plus (Y1-Y5) 2016-17 (In-School Point Score tracking)								
	Subject	NPP	PP	Gap	PP&SEN	Gap	PP Not SEN	Gap
Y1-Y5	Reading	51.5	51.5	0.0	50.9	-3.0	54.5	0.7
	Writing	50.6	51.3	0.7	50.5	-2.5	54.0	1.1
	Maths	51.1	51.7	0.6	50.8	-2.3	53.9	0.7
<b>Comparison:</b> Average In Year Attainment shows gap narrowed between Pupil Premium Pupils and Non Pupil Premium Pupils. Gap between Pupil Premium Pupils with no recognised additional need also attain better than Non Pupil Premium Pupils. Pupil Premium Pupils with additional needs (PP&SEN) perform between 1 to 1.5 terms below Non Pupil Premium Pupils. Next Steps: Focus on Pupils with multiple / complex barriers to learning to ensure Gap narrowed with All Pupils.								
Progress of Pupils eligible for Pupil Premium Grant and Pupil Premium Plus (Y1-Y5) 2016-2017 (In-School Point Score tracking)								
Y1-Y5	Reading	5.5	5.3	-0.2	5.1	-0.4	5.6	0.1
	Writing	5.8	5.4	-0.4	4.8	-1.0	5.5	-0.3
	Maths	5.4	5.3	-0.1	5.4	0.0	5.7	0.3
<b>Comparison:</b> Disadvantaged pupils progress is less than half a term behind that of other pupils in Reading, Writing and Maths. Disadvantaged pupils with SEN make less rapid progress than other pupils in Reading and Writing but are in line with other pupils in Maths. Disadvantaged pupils with no recognised SEN make more rapid progress than other pupils in Reading and Maths but perform broadly in line with other pupils in Maths.								

2 Point Score equivalent to 1 term progress

### Attainment Data Summer 2017

Reading	NPP	PP	Gap
Y5	63.7	61.9	-1.8
Y4	56.3	56.9	0.6
Y3	51.5	52.7	1.2
Y2	45.9	46.3	0.4
Y1	40.3	39.3	-1
<b>Average</b>	<b>51.5</b>	<b>51.4</b>	<b>-0.1</b>

Pupil Premium pupil's outperform Non Pupil Premium pupils in Lower Key Stage 2 and Year 2. Pupil Premium Pupil's attainment in Y1 and Y5 is no more than 1 term behind other pupils.

Writing	NPP	PP	Gap
Y5	61.1	63.4	2.3
Y4	56	56.5	0.5
Y3	50.2	51.6	1.4
Y2	45.5	45.8	0.3
Y1	40	39.2	-0.8
<b>Average</b>	<b>50.6</b>	<b>51.3</b>	<b>0.7</b>

Pupil Premium Pupil's performance in Writing is in line with or better than all pupils except in Y1 where disadvantaged pupils are working half a term behind other pupils.

Maths	NPP	PP	Gap
Y5	61.4	64	2.6
Y4	56.3	56.9	0.6
Y3	51.1	51.7	0.6
Y2	45.8	46.3	0.5
Y1	40.9	39.4	-1.5
<b>Average</b>	<b>51.1</b>	<b>51.7</b>	<b>0.6</b>

Pupil Premium Pupil's performance in Maths is line with or better than other pupils except in Y1 where disadvantaged pupils are working just under a term behind other pupils.

## Summary of PPG spending 2016\_2017

### Objectives in spending PPG:

#### Raise achievement of pupils to at least expected progress through:

1. Targeted teaching and intervention
2. Social and emotional support to develop self-esteem and confidence
3. Enrichment activities
4. Positive parental engagement
5. Increased Attendance

### Summary of spending

Focused Intervention Groups KS1 and KS2	13%
Family Liaison Officer and Family Support Services	14%
Numeracy interventions KS2	2%
Literacy Interventions KS2	3%
Targeted Reading and Phonics Interventions KS1	4%
Nurturing Support	7%
Music Specialist	5%
Clinical Psychologist	15%
Educational Visits / Enrichment Activities	24%
Participation in Local Community events, including sports	16%
Extended School Provision	21%
Parental Engagement	9%

## Review of expenditure 2016\_2017

### i. Quality of teaching for all (A+E)

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Gaps are narrowed between pupil groups.	Targeted interventions; Participation in wider curriculum opportunities; support from external agencies.	<p>In Year data (Y1-Y5) show gaps have been narrowed between pupils groups in all areas.            Reading Gap 2015/16 = <b>-0.2</b> cf. 2016/17= <b>-0.1</b>            Writing Gap 2015/16 = <b>0.2</b> cf. 2016/17 = <b>0.7</b>            Maths Gap 2015/16 = <b>0.0</b> cf. 2016/17 = <b>0.6</b></p> <p>In Year data (Y6) shows Pupil Premium Pupils made better progress from Autumn 2016 to Summer 2017 than other pupils.            GPS standardised score increase PP = 9 points;            NPP = 6 points            Reading standardised score increase PP = 33 points; NPP = 31 points            Maths standardised score increase PP = 11 points; NPP = 10 points</p>	<p>Ensure early identification of pupil needs starting from Early Years to minimise impact of transition into KS1.</p> <p>Next Step: Reading, Writing and Maths identified in School Improvement plan as ongoing areas for development.            Increased rate of progress for pupil premium pupils with SEN.</p>	<b>£34,250.50</b>
To ensure all pupils have full access to learning and make progress from individual starting points	Baseline assessments; EAL support as required; Links with external agencies; Rigour in tracking and monitoring progress from baseline; accurate and early identification of needs followed by targeted interventions.	<p>Targeted interventions support positive outcomes for specific pupils groups across the school.</p> <p>Mobile pupils entering in KS1 make progress in line with non-mobile pupils.            Mobile pupils entering in LKS2 also make progress in line with non-mobile pupils.            Mobile pupils entering in UKS2 make less progress than non-mobile pupils, from their individual starting points and baseline assessments.</p> <p>EAL pupils' progress at a more rapid rate than other pupils in all areas:            Reading progress – EAL = 5.6, other pupils = 5.4            Writing progress – EAL = 5.8, other pupils = 5.5            Maths progress – EAL = 5.7, other pupils = 5.4            EAL pupils attainment better than other pupils:            Reading EAL = 51.7, other pupils = 51.5            Writing EAL = 51.1, other pupils = 50.9            Maths EAL = 51.6, other pupils = 51.3</p>	<p>Evidence suggests that accurate identification of needs, use of baseline assessments and knowledge of prior learning supports progress for specific groups.</p> <p>Next Steps: Accelerated progress from individual starting points to ensure attainment in line with National expectations.</p>	

<b>ii. Targeted support (B+D)</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
Building emotional literacy and resilience	Nurture groups; 1:1 mentoring; social skills groups; Family Support Officer; Primary Behaviour Service; CLiPS; FHS partnership work; lunch time clubs, Going for Green	Evidence in the form of pupils surveys and qualitative data shows pupils have a greater awareness of how emotions impact on relationships, learning and how to resolve conflict. Pupils are better able to engage in dialogue with adults when faced with difficult situations, demonstrating raised self-esteem and trust in those who work with them. Behaviours for learning are positive with pupils demonstrating increased independence and involvement in their lessons. Pupils have a desire to follow school rules and be recognised for their efforts.	Strategies employed have had positive impact in building a collaborative approach to play and learning.  Next Steps: Further embed a culture of teamwork and resilience. Support of language as a tool for learning and effective communication at all levels.	<b>£43,816.50</b>
School attendance is at national expectations of 96.5%	Attendance awards; school rules; publishing weekly attendance; EWO; parent meetings; Going for Green	Awareness of how attendance supports good pupil outcomes raised with pupils and parents, however, small group of hard to reach families impacted negatively on overall school attendance figures.	Next Steps: signpost to external agencies earlier. Link attendance to school rules and rewards systems. Fortnightly meetings with parents and EWO. Use website to support attendance and engagement of parents.	
<b>iii. Other approaches (C+F)</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
Parents engaging with workshops and development of Woodlands Friends Community to embed an community ethos of parents as partners in supporting their children's learning	Mosaic Mentoring; weekly parent workshops; coffee mornings; parent forum; class representatives; community celebration; KUWTC	Vast majority of parents very supportive of work of school. Mosaic mentoring initiative precursor to Friends of Woodlands (informal PTA). Parents positively engage in school events and speak highly of their children's learning. There has been a shift to a more cohesive community with a wider school ethos of partnerships and positive relationships.	Next Steps: Parent forum through class representatives. Friends of Woodlands to lead on community events. Increase parent confidence and attendance in supporting curriculum events. Involve wider community in school festivals.	<b>£64,197.00</b>

Build confidence and embed a cultural awareness of the world beyond the home to broaden understanding thereby being able to apply key concepts in wider contexts	community festivals; school trips; school journey; visiting speakers; music specialists; clubs; breakfast and after school care; curriculum clubs; booster classes	School trips and visiting speakers have clearly had a positive impact on pupil's engagement and involvement in their learning as evidenced through pupil work and pupil voice. This has also enhanced the language pupils are using during class discussions and therefore the quality of output in lessons. Pupils and parents are very supportive of the extended school provision. Sports has been incorporated into Breakfast provision which in turn has ensured a calmer start to the day for those pupils that attend the club before school.	Next Steps: Extend the range of pupils who attend access extra-curricular activities through targeted intervention. Continue to embed SMSC across the school and deepen the level of understanding and appreciation of the arts with the school community as a whole.	
<b>Total budgeted cost</b>				<b>£108,240.00</b>
<b>Final PP Expenditure</b>				<b>£142,264.00</b>
<b>Total Left</b>				<b>-£34,024.00</b>

#### Additional detail

Following whole school pupil surveys, (PASS), SDQs and BPVS outcomes it was determined that language, vocabulary and speaking/ listening were key areas of need for pupils in all year groups.  
These needs will form part of the Pupil Premium Strategy in 2017\_2018.



## Record of PPG spending by item/project 2016\_2017

Item/project	Cost	Objective	Outcome
Power of Reading and Online Learning (Bug Club, Mathletics, DB Primary)	£4604	To engage pupils and parents at home in their learning. To ensure high quality teaching across the school. To provide supplementary learning activities and homework tasks for children to access at home.	A
EAL LSA	£6272	To assess and support new arrivals and children with EAL to ensure achievement in all areas.	F
Speech and Language Therapist	£2854	To identify, assess and support children in overcoming communication, speech and language difficulties.	A
Narrative groups	£2280	To develop children's vocabulary within the context of their specific curriculum to increase understanding and aid learning.	A
Educational Psychologist	£3,131	To assess children as necessary, identify barriers to learning and support in overcoming those barriers.	A / B
CLIPS	£16, 000	To support children in overcoming barriers to learning through targeted support of identified children. To support children in developing emotional literacy and resilience.	B
Primary Behaviour Service	£8000	To support children in overcoming barriers to learning through targeted support of identified children. To support children in developing resilience and positive behaviours for learning.	B
Family Support Worker	£15, 000	To lead Nurture groups, Social Skills groups and parent workshops. To participate in and follow up from attendance meetings. To support staff to support children in developing emotional literacy.	B / D / E
Going for Green Behaviour Shop	£1000	To engage children in promoting positive behaviour for learning and minimising playground incidents.	A / B / C / D
Mosaic Mentoring	£1740	To increase understanding of the importance of parental engagement and raise aspirations.	C
Music Specialists	£5265	To enable pupils to participate in a wide and enriching curriculum.	F
Wave 2 Maths	£2407	To provide targeted support for identified children to fill gaps and allow them to access the curriculum at the appropriate level.	A
Wave 2 Reading	£1606	To provide targeted support for identified children to fill gaps and allow them to access the curriculum at the appropriate level.	A
Wave 2 Phonics	£2896	To provide targeted support for identified children to fill gaps and allow them to access the curriculum at the appropriate level.	A
Wave 2 Handwriting	£1570	To provide targeted support for identified children to fill gaps and allow them to access the curriculum at the appropriate level.	A
Maths Booster	£840	To ensure targeted children make expected progress in Maths at KS2.	A
Reading Booster	£840	To ensure targeted children make expected progress in Reading at KS2.	A

SPAG Booster	£840	To ensure targeted children make expected progress in SPAG at KS2.	A
Phonics Booster	£427	To ensure targeted children make expected progress in Phonics in KS1.	A
Breakfast Club	£3900	To support working parents and provide an opportunity for children to access social interactions with peers through sports activities.	C / D / F
After School Club	£19,353	To support working parents and provide a range curriculum linked activities for children to access while participating in social interaction with peers.	C / D / F
Educational Visits/Enrichment Activities	£25,500	To enable pupils to participate in a wide and varied curriculum and to develop self-esteem.	C / F
Participation in Local Community Events	£17,680	To enable pupils to participate in a wide and varied curriculum and to develop self-esteem.	C / F