



Pupil Premium

Woodlawn School receives a Pupil Premium Grant (PPG) for each child who is entitled to receive Free School Meals or has been entitled over the last six years. We also receive a grant for any Children who are looked after or Service Children.

- We ensure that teaching and learning opportunities meet the needs of all of our children.
- We ensure that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. We do this by strategic overview and tracking undertaken by the Headteacher and Senior Leadership Team for both academic and pastoral care.
- In making provision for socially disadvantaged children we recognise that all pupils who are in receipt of free school meals are not socially disadvantaged.
- We also recognise that not all children who are socially disadvantaged are registered to qualify for free school meals. We therefore reserve the right to allocate pupil premium funding to support any child or group of children which the school has identified as being socially disadvantaged or vulnerable to academic failure
- We ensure that teaching and learning opportunities meet the needs of all of our children.
- We ensure all work carried out through the Pupil Premium is aimed at accelerating progress and moving children forward to achieve at least age related expectations.

Key Priorities

- Our core aim is to raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favourably with Non-Pupil Premium peers.
- Address inequalities in education of pupils from low-income families and narrow the attainment gap and progress between these pupils and their Non-Pupil Premium peers.
- Address the social and emotional needs of those pupils eligible for the Pupil Premium funding for whom this support is appropriate.

2015/16 Amount received £41,840 (based on January 2014 census)

£37,880 plus LAC

We have used pupil premium to raise attainment of ALL pupils at Woodlawn School by;

We are targeting pupils who receive pupil premium to improve attainment by developing their literacy skills and specifically reading via phonics;

- Whole school training in Read Write Inc and whole school resources, **£5000**
- Introduction of a social communication lesson requiring resources to support teaching and learning **£1000**
- Further literacy and social communication staff training identified to be undertaken eg, BLAST, socially speaking, time to talk, talk for writing **£2000**

“Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress” (Durham University)

We are targeting pupils who receive pupil premium to improve attainment by extending their learning with maths including homework;

- Whole school training in Numicon and whole school resources, online subscriptions to Mathletics and Sumdog **£1500**

“The evidence shows that the impact of homework, on average, is five months' additional progress. There is some evidence that homework is most effective when used as a short and focused intervention (e.g. in the form of a project or specific target connected with a particular element of learning) with some exceptional studies showing up to eight additional months' positive impact on attainment”. (Durham University)

At Woodlawn School we have a diverse cohort of pupils with SEND and individual barriers to learning, we are targeting pupils who receive pupil premium to improve attainment by addressing their individual learning styles;

- Removing barriers to learning by ensuring pupils have access to specialist equipment identified by Physiotherapists, Occupational Therapists and Speech and Language Therapists **£10,000**

“Overall the evidence shows an average impact of 2 months progress for learning style interventions” (Durham University)

We are targeting pupils who receive pupil premium to improve attainment by developing their behaviour, social and emotional needs;

- Intervention targeted at children with emotional, social and behavioural difficulties; weekly intervention from a Primary Mental Health Worker, whole school and targeted positive behaviour management training, whole school praise and reward system **£5,000**

“Social and Emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average three to four months additional progress)” (Durham University).

We are targeting individual pupils who receive pupil premium to improve attainment by the use of digital technology to improve their communication needs;

- Digital technology to improve communication needs; 2 x ipad minis and clicker communicator app **£1500**

“There is extensive evidence across age groups and for most areas of the curriculum which shows positive impact on learning” (Plus 4 months additional progress, Durham University).

We are targeting individual pupils who receive pupil premium to improve attainment by access to the arts;

- Regular class visits out of school linked to the curriculum, a variety of after school clubs twice weekly (resources) individual and group visitors to the school for art, drama, etc. **£2000**

“Overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners. In some cases, specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial

awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported” (+2 months additional progress, Durham University)

We are continuing to enable smaller classes in school to help monitor appropriate behaviour, attitudes and achievement of our pupils.

- 2 x personal hygiene assistants to support pupils personal care needs and allow Level 3 TA's to remain supporting pupils within the classroom and for targeted intervention, increase in hours to TA's to support identified pupils **£14000**

Durham University research states “There is evidence that, when done successfully, (reducing class sizes) it can improve behaviour, attitudes and attainment of pupils and these benefits can persist for a number of years.” The evidence, alongside the use of assertive discipline, means our pupils (particularly SEN and FSM) can focus better and therefore learn better.

Total; £42,000

In addition to this;

Effective Feedback (+8 months); development of I can statements in planning, Teachers with TLR's developing a new whole school marking policy and AFL.

Regular analysis of data specifically looking at PP pupils to ascertain progress and required intervention

Extracurricular activities after school

Educational visits locally, regionally, nationally and internationally to embed, develop and enhance skills, enhance motivation, build confidence and increase self esteem

2014/15; Amount received: £41,520

We have:

3 CLA pupils

28 FSM pupils

5 adopted pupils

All of our pupils are classed as being in vulnerable groups ie LAC, SEN, FSM (114 on roll – April 2015).

We have used pupil premium to do the following:

We are continuing to enable smaller classes in school to help monitor appropriate behaviour, attitudes and achievement of our pupils.

Durham University research states “There is evidence that, when done successfully, (reducing class sizes) it can improve behaviour, attitudes and attainment of pupils and these benefits can persist for a number of years.” The evidence, alongside the use of assertive discipline, means our pupils (particularly SEN and FSM) can focus better and therefore learn better.

We are targeting pupils who receive pupil premium to raise achievement in Literacy and Maths;

- Intervention programmes targeted at literacy and numeracy to remove barriers to learning; staff costs (3 part time staff) £20,000

“Evidence indicates that in areas such as reading and maths, one to one tuition can enable pupils to catch up with their peers” (Durham University).

We are targeting pupils who receive pupil premium to improve attainment by developing their behaviour, social and emotional needs;

- Intervention targeted at children with emotional, social and behavioural difficulties; ‘Happy to be me’ self esteem programme, weekly intervention from a Primary Mental Health Worker, whole school and targeted positive behaviour management training £10,000

“Social and Emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average three to four months additional progress)” (Durham University)

We are targeting pupils who receive pupil premium to improve attainment by developing their physical health and well-being;

- Specialist PE for children with physical difficulties £15,000

‘Sports and learning participation can have a more dramatic effect on, for example, mathematics learning as assessed by standardised tests when combined with a structured numeracy programme” (Durham University)

Total: £45000

In addition to this;

- Regular analysis of data specifically looking at PP pupils to ascertain progress and required intervention
- Extracurricular activities after school
- Educational visits locally, regionally, nationally and internationally to embed, develop and enhance skills, enhance motivation, build confidence and increase self esteem
- The delivery of daily phonics
- The above will also impact on improving overall attendance as increased confidence, health and self-esteem will be clearly evident