



WOODFIELD

ACADEMY

Use of the Pupil Premium in 2015/16

Report to Parents and Carers 2015/16 - Pupil Premium allocation

Pupil Premium Grant expenditure (updated August 2016)

Money received in 2015-16: £256,135.00

Number of pupils and pupil premium grant (PPG) received 2014/15	
Total number of pupils on roll	569
Total number of pupils eligible for PPG	262
Total number of pupils eligible for PPG who meet a criterion/criteria e.g. LAC	12
Amount of PPG received per pupil (years 5&6) (years 7&8)	953 900
Total amount of PPG received for 2014-15	£256,135.00

Pupil Premium Spending Report 2015-16
Projected spending September 2015 to August 2016

<u>Summary of main barriers to learning for children eligible for Pupil Premium</u>	Under-developed literacy and numeracy skills Low self-esteem and related social skills in identified pupils Financial difficulties of disadvantaged families
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Initiatives in 2015-16	Reason for allocation	Evaluation	Action
Staffing: Maintenance of core teacher staffing levels	To continue current class setting structure, reducing class sizes and provision according to need	Extended setting and reduced core class sizes have been maintained, resulting in improved outcomes for disadvantaged across subjects, apart from writing	Use of PPg to maintain core class sizes to continue; Writing focus to be implemented in 2016-17
Appoint a learning and achievement LSA mentor (Spring '13) to focus exclusively on FSM/LAC	To continue mentoring support to remove social & emotional barriers to learning	Appointment made and mentoring continued in 2015-16 for all PPg pupils	To be reviewed in 2016
Provision of additional LSA hours to provide support to teachers in feedback and marking	To provide timely feedback to all pupils, supporting core, basic skill development	Marking support for teachers has been on-going throughout the year	
Further develop role for achievement and progress tracking of all groups (admin)	Improved centralisation of records and improve use of tracking at teacher/classroom level	Development of this role has been affected by recruitment difficulties, however, digital solutions to data input and management were introduced during the year.	To be actioned extensively in 2016-17

Appoint a literacy/numeracy intervention assistant with part focus on FSM	To support the development of strong literacy & numeracy skills		
<p>Intervention: Supporting after-school boosters for pupils, including specific focus on key groups</p> <p>supporting intervention sessions for pupils</p> <p>supporting reading recovery programmes</p>	<p>To support the consolidation of literacy & numeracy skills</p> <p>To support the development of strong literacy & numeracy skills</p>	<p>Booster sessions ran for Year 6 prior to SATs; test results below</p> <p>455 intervention sessions (including boosters) were delivered to 205 pupils in 2015-16</p>	<p>Implementation of writing boosters to take place in 2016-17</p> <p>Increase number of writing intervention sessions in 2016-17</p>
<p>Social/Emotional Welfare: Re-siting and refurbishment of THRIVE room</p> <p>THRIVE training</p>	<p>To provide a more appropriate and practical environment for THRIVE & other SEB provision</p> <p>To reduce Social & Emotional barriers to learning and identify how these are linked, to support academic progress</p>	<p>Community room and store room completely refurbished to provide activity, meeting & office space for multi-activity provision</p> <p>2 staff trained to bring capacity up to 4 practitioners</p>	<p>THRIVE support to continue in 2016-17</p>

<p>Financial Support: Support for FSM/LAC pupils to purchase uniform and school equipment</p> <p>Support to further progress and raise attainment</p>	<p>To ensure equal opportunities for all</p>	<p>All new cohort pupils issued with vouchers to support uniform purchases</p> <p>1:1 support with a teacher and small group work with a teacher for LAC</p> <p>Continued focus groups, phonics, reading or writing catch-up has been arranged for pupils: 1:1 or small group support for numeracy; precision teaching on a daily basis focusing on reading, times tables or spelling and additional literacy intervention</p>	<p>To continue during 2016/17</p>
<p>Funding to subsidise curricular & extra-curricular visits and clubs.</p>	<p>To ensure all children are given the same opportunities to access curriculum and extra-curricular activities as their peers.</p>	<p>All pupils have been able to access extra-curricular activities alongside their peers – something they may have been able to do without a financial subsidy. Learning has been enhanced as a result of the educational visits and residential activities have taken place in every Year Group</p>	<p>To continue during 2016/17</p>
<p>Out-of-Hours Care: Continue to subsidise FSM/LAC places in Breakfast Club and Tea Club</p>	<p>To provide out of hours care where required and ensure that pupils who require it take breakfast</p>	<p>Strong relationships have been built via this support and this helps if there are issues in school. Friendships are good overall with the groups and some of these pupils also attend homework club</p>	<p>Tea Club operation to be reviewed in light of running costs to the academy</p>

Pupil Premium Analysis 2015-16

(Numbers of PPG eligible pupils by Year: Yr5: 68; Yr6: 55; Yr7:65; Yr8: 54)

Reading		Autumn 2015		Summer 2016	
Number and percentage of PPG eligible pupils below age-related expected levels	Year 5 Aut: D Sum: S	28	41%	30	44%
	** Year 6 Aut: D Sum: S	43	84%	30	59%
	Y7 <4a	51	77%	43	65%
	Y8 <5b	38	74%	25	46%
Number and percentage of PPG eligible pupils not yet making expected progress (2 sub-levels or new progress levels*)	Year 5	0	0%	10	14%
	** Year 6 4pts S to S	10	20%	17	33%
	Year 7	52	78%	43	65%
	Year 8	15	28%	23	43%
Writing		Autumn 2015		Summer 2016	
Number and percentage of PPG eligible pupils below age-related expected levels	Year 5 Aut: D Sum: S	31	46%	37	54%
	** Year 6 Aut: D Sum: S	47	92%	24	47%
	Y7 <4a	53	80%	44	66%
	Y8 <5b	38	70%	30	55%
Number and percentage of PPG eligible pupils not yet making expected (2 sub-levels) of progress	Year 5 Aut: D Sum: S	0	0%	7	10%
	** Year 6 4pts S to S	0	0%	1	2%
	Year 7	47	71%	36	55%
	Year 8	14	26%	21	39%
Maths		Autumn 2015		Summer 2016	
Number and percentage of PPG eligible pupils below age-related expected levels	Year 5 Aut: D Sum: S	3	56%	34	50%
	** Year 6 Aut: D Sum: S	0	0%	3	6%
	Y7 <4a	48	72%	32	48%
	Y8 <5b	27	50%	20	37%
Number and percentage of PPG eligible pupils not yet making expected (2 sub-levels) of progress	Year 5 Aut: D Sum: S	0	0%	10	15%
	** Year 6 4pts S to S	0	0%	0	0%
	Year 7	56	84%	26	39%
	Year 8	28	52%	24	44%

New progress levels gained from converting NC Levels into approximated EDSM using point scores. Should only be used as an indicator of progress.

** Progress data is based on SAT outcome against internal teacher assessment for year 5 exit. This will produce a different look to National SAT progress measures.

KS2 Test Results & Progress (Performance by Prior Attainment)

'Prior attainment' is the attainment level of a pupil at the end of the previous key stage - key stage 1. This data indicates how well a school helps all of its pupils to meet their potential. Middle attainers are pupils who achieved level 2 at the end of key stage 1. High attainers achieved higher than level 2 at the end of key stage 1, while low attainers had not achieved level 2 at the end of key stage 1. Pupils without key stage 1 results are not included in these figures.

	All pupils	Low attainers	Middle attainers	High attainers
Published eligible pupil number	139	28	73	36
Progress in Reading Progress score, description and confidence interval	-2.5 Below national average (-3.6 to -1.4)	-4.9 Well below national average (-7.2 to -2.6)	-1.2 Average (-2.6 to 0.2)	-3.2 Well below national average (-5.3 to -1.1)
Progress in Writing Progress score, description and confidence interval	-2 Below national average (-3.1 to -0.9)	-1.6 Average (-3.9 to 0.7)	-1.5 Below national average (-2.9 to -0.1)	-3.6 Well below national average (-5.7 to -1.5)
Progress in Maths Progress score, description and confidence interval	-1.3 Below national average (-2.2 to -0.4)	-1.9 Average (-3.9 to 0.1)	-1.5 Below national average (-2.7 to -0.3)	-0.5 Average (-2.2 to 1.2)
Percentage of pupils meeting the expected standard in reading, writing and maths	46%	0%	42%	100%
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	0%	0%	0%
Average Score in Reading	100	89	100	106
Average Score in Maths	102	95	100	108

Closing the Gaps (Performance of Disadvantaged Pupils)

'Disadvantaged pupils' are those who attract pupil premium funding, meaning pupils claiming free school meals at any point in the last six years and pupils in care, or who left care through adoption or another formal route. Evidence shows that the progress and achievement of disadvantaged pupils is normally lower than that of 'other' pupils.

	Disadvantaged pupils	Other pupils
Progress in Reading Progress score, description and confidence interval	-3.4 Well below national average (-5.1 to -1.7)	-1.9 Below national average (-3.2 to -0.6)
Progress in Writing Progress score, description and confidence interval	-1.8 Below national average (-3.5 to -0.1)	-2.1 Below national average (-3.4 to -0.8)
Progress in Maths Progress score, description and confidence interval	-1.7 Below national average (-3.2 to -0.2)	-1.1 Average (-2.2 to 0)
Percentage of pupils meeting the expected standard in Reading, Writing and Maths	36%	52%
Percentage of pupils achieving at a higher standard in Reading, Writing and Maths	0%	0%
Average Score in Reading	97	101
Average Score in Maths	100	103