



Proposed spend of Pupil Premium - 2014/15

The **Pupil Premium** provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- who have been continuously looked after for the past six months (£1900 per child)
- who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (£1,900 per child)
- for children whose parents are currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

Wood Green School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes.

This document details the proposed spend of the Pupil Premium 2014/15.

A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged students that is currently in place.

Pupil premium and service premium 2014-15 - £140,375

LAC premium 2014-15 - £5700

Year 7 catch up - £17,000

The four key objectives:

1. Quality teaching: to improve outcomes for PPG* students to ensure attainment is in line with or exceeding expected levels of progress.
2. Literacy: to improve the reading age and comprehension skills of students whose literacy levels are below their chronological age.
3. Attendance: to implement strategies addressing the attendance gap between for PP non PP students via the Quality Dialogue programme.

(*PPG – referring to any student in receipt of Free School Meals in the past 6 years)

Objective 1	£18,000
Objective 2	£49,500
Objective 3	£58,500
Additional Provision	£14,000

Total	£140,000

Key Objective 1: Quality teaching: to improve outcomes for PPG students to ensure attainment is in line with or exceeding expected levels of progress.

Action: improve the quality of teaching across the school so all students have access to Quality First teaching				
Rationale: the Sutton Trust report that ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.’				
<ol style="list-style-type: none"> 1. Appoint a Lead Practitioner and extend hours in order to lead whole school teaching and learning improvement. 2. Pay for staff to attend ITP and OTP Olevi courses to initially embed and then share good practice across the whole school. 3. Improved tracking systems across whole school. 				
Dates	Responsibility	Monitoring and Evaluation	COST	Success Criteria
Sept 2015	Lead Practitioner	Lesson observation programme.	£6000	All teachers are able to teach good lessons that ensure progress for all.
Nov 2015	Lead Practitioner	Mid-year review process.	£8000	All teachers are able to teach good lessons that ensure progress for all.
Sept 2015	Assistant Headteacher	Termly data reviews and use of transition matrices by all teachers.	£4000	Gap between PPG and non PPG closes across all year groups and subjects.

Total £18,000

Key Objective 2: Literacy: to improve the reading age and comprehension skills of students whose literacy levels are below their chronological age.

Action : Deployment of intervention teachers				
<p>Rational : Sutton document ‘One-to-one tutoring+5 months moderate impact’ <i>‘For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to achieve Level 4 at KS2 and to make two levels of progress than those who did not receive tuition.’</i></p> <p>Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184. PricewaterhouseCoopers (PwC) LLP.</p>				
<p>Teachers contracted to work additional hours to support intervention.</p> <p>Intervention specialist teachers employed to remove barriers to learning, engage parents and enhance academic progress, working with students who are below national expectation of attainment for English/Maths.</p>				
Dates	Responsibility	Monitoring and Evaluation	COST	Success Criteria
Sept 2014	SENCO & Head of English	Tracking and monitoring data of PP cohort via data collection and student feedback. Lesson observation schedule of intervention lessons as part of Appraisal.	Part- time intervention teacher £9,500 £32,000	A reduction in the attainment gap of PP and non PP students in year 7+8 from Sept 2014 – June 2015 in English levels
<p>Action: Y8 accelerated reader scheme All year 8 to take part in accelerated reader scheme to boost reading skills for all and ensure there is no stigma attached to particular students being selected for extra reading.</p>				
<p>Rational: Sutton document stresses that improving literacy improves student outcomes overall thereby reducing the attainment variation between PP and non PP.</p>				
Dates	Responsibility	Monitoring and Evaluation	COST	Success Criteria
Starting Sept 2014	SENCO & Literacy Co-Ordinator	Reading level assessment at start of Year 8. Regular reviews by LRC assistants and end of year assessment of impact with view to rolling out to more year groups next year.	£8,000	Reading levels improve to enable greater access to the curriculum. Reading age (RA) expected progress. Start RA – minimum expected progress after at least 6 months progress in reading.

Total £49,500

Key Objective 3: Attendance: to implement strategies addressing the attendance gap between PP and non PP students.

Action: Embed strategies to promote good attendance of PP students and reduce the attendance gap between PP and Non PP students				
Rational: EEF 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.'				
For example, at secondary level PP pupils are three times more likely than their peers to be classed as 'persistently absent' – i.e., to miss more than one in five school days across the year. Similarly, PP pupils are three times more likely to receive two or more fixed-period exclusions across the year.				
Intervention for targeting attendance:				
1. Quality Dialogue to build relationship with the families of children with poor attendance records and remove barriers to attendance.				
2. Help target hard to reach parents using meetings and parenting contracts.				
Dates	Responsibility	Monitoring and Evaluation	COST	Success Criteria
1. Sept 2014	HoLC (and staff with timetabled slots to deliver QD).	CMS and HS to report on impact for individuals and a cohort on attendance and engagement.	£10,500	Attendance for QD student and non PP improves.
2. Jan 2015	Inclusion Manager	FT to produce termly attendance reports on attendance of groups.	£48,000	Attendance gap between PP and non PP reduces. PP student cohort in each year group attains 95% attainment average.

Total £58,500

Additional Provision

Date	Provision	COST
Sep 2014	Contingency for contributions towards trips, uniform, resources	£12,000
Sep 2014	Additional administrative support	£2,000

Total £14,000

LAC Premium

Date	Provision	COST
2014-15	Mentoring, attendance and engagement, resources, uniform	£5,700

Catch- Up Premium 2014 – 2015 (34 x £500) = £17,000

Objective	Intervention	Monitoring & Evaluation	Cost	Success Criteria
Literacy	Literacy intervention programmes	Before and after testing.	£6,000	Improvement in reading levels – 75% cohort to be secure L4 Reading by January 2015
Numeracy	Additional Maths staffing to deliver interventions.	Before and after testing.	£4,500	Improvement in maths levels 75% of cohort to be secure L4 by June 2015
Numeracy & Literacy	1:1 support by HLTA – targeting those students for support within lessons who are working below L4	Data reassessment	£6,500	L4s make progress in line with their peers and reduce the attainment gap

Total £17,000