



Wood Green School Pupil Premium Funding Report and Plan 2017-18 and 2018-19

Pupil Premium Funding Overview

Pupil Premium Funding 2017-2018 is based on £935 per FSM/Ever 6 student. Children of service families are awarded £300 per annum. Looked After Children and eligible students who have been adopted from care or leaving care under a special guardianship or residence/special arrangement order will attract a premium (Pupil Premium Plus) of £2,300.

In this report, students eligible for PP funding are referred to as 'disadvantaged' students in line with DfE terminology. In school, they are referred to as Priority students.

Academic Year	2016/17	2017/18	2018/19
Total number of students on roll Year 7 to 11	806	810	870
Total number (and %) of FSM6 students (7-11)	166 (20.6%)	157 (19.4%)	158 (18.1%)
Total number (and %) of LAC *	4	3	4
Total amount of funding received	£143035	£145030	£142,890

At Wood Green School our Pupil Premium Funding is used to meet our 5 key objectives:

- I. To ensure quality teaching promotes learning so that disadvantaged students make progress at least in line with or greater than national measures of expected progress.
- II. To provide additional support to ensure disadvantaged students make accelerated progress, in particular when they are starting from starting points behind other students
- III. To support social and emotional development which enables students to learn.
- IV. To broaden experiences and widen opportunities for students by ensuring they have access to and are fully engaged in all aspects of Wood Green School life.
- V. To ensure secure and well supported transitions, including future destinations

To enable effective tracking and transparency of our Pupil Premium expenditure, we have identified 8 sub categories into which our approaches to support and interventions are classified. These are:

1. Quality Teaching and Provision for All:
 - i. Quality Teaching and Leadership of Teaching
 - ii. Quality Curriculum, including literacy promotion
2. Targeted support:
 - iii. Acceleration, especially literacy and numeracy
 - iv. Social, Emotional and Good Mental Health
 - v. Attendance
3. Other approaches
 - vi. Enrichment
 - vii. Aspiration
 - viii. Family Engagement



Whole School Impact Report 2017-18

Wood Green GCSE Results 2018 are based on unvalidated data from the DfE Performance tables. Validated data and National data for 2017/2018 will be released later in the school year.

Progress 8 Measures	Wood Green School 2018		England, state-funded schools 2018	
	Disadvantaged	All students/All non-disadvantaged students	Disadvantaged	All students/All non-disadvantaged students
Overall	-0.38 (-0.6)	0.11 (-0.04)/ 0.18 (0.1)	Not known	0.0/0.1

P8 comparison percentiles for disadvantaged students	2016	2017	2018
	Quintile	Quintile	Quintile
All	5th	4th	3rd
English	5th	4th	3rd
Maths	4th	4th	4th
EBacc	5th	4th	2nd
Open	5th	3rd	4th

The P8 scores for each category are ranked against all schools nationally. The quintile is given for each score eg 4th means the school was in the 4th quintile of all schools (with 1st being the top 20 percent of schools).

Attainment 8 Measures	Wood Green School 2018 (2017)		England, state-funded schools 2018	
	Disadvantaged	All students/All non-disadvantaged students	Disadvantaged	All students/All non-disadvantaged students
Overall	41 (35)	50 (49) / 51 (51)	Not known	46.4/not known

English and Maths measure	Wood Green School 2017		Wood Green School 2018	
	Disadvantaged	All students/All non-disadvantaged students	Disadvantaged	All students/All non-disadvantaged students
% students achieving a standard pass in English and Maths (grade 4 or above)	33	67/ 68.2	57	75/77
% students achieving a strong pass in English and Maths (grade 5 or above)	17	49 / 53.5	33	46/48

EBACC Measure	Wood Green School 2017		Wood Green School 2018	
	Disadvantaged	All students/All non-disadvantaged students	Disadvantaged	All students/All non-disadvantaged students
% of students achieving a pass in the English Baccalaureate	17%	32%/35%	24%	31%/36%



* A pupil is considered to have 'achieved' the English Baccalaureate if they got a grade 4 or better in the following: English, maths, sciences, a language and either history or geography.

OCC methodology for attendance calculation currently being confirmed – however, school figures are lower national. Exact figures will be published asap.

Attendance 2017-18	All	Disadvantaged	Non-disadvantaged	Gap
School Attendance	93.4%	88.1%	94.7%	6.6%
National Attendance	94.8%			
School Persistent Absence	16.7%	34.8%	12.5%	22.3%
National Persistent Absence	12.8%			

How does Wood Green School monitor the impact of Pupil Premium Funding?

The school has measures in place to track the progress of FSM pupils and CLA and compares this to the rest of the cohort. Evidence of underachievement within departments is challenged, and leaders are held to account to put in place strategies to accelerate progress.

The school monitors absence closely and has a robust and systematic approach to contacting families where there are concerns about attendance.

The school monitors attendance of families of FSM pupils and CLA at parents' evenings.

The Headteacher has overall responsibility for monitoring impact of PPF and reports to Governors on a termly basis regarding outcomes. Governors provide appropriate levels of challenge.

The impact of Pupil Premium Funding is monitored externally by OFSTED inspection, Acer Trust reviews (annually) and by our MAT board.



Review of Pupil Premium Expenditure and Intervention in 2017-18

Desired outcomes identified in 2017-18 report		Success criteria	Impact	Next Steps
A.	Improve progress in English	P8 for English improves to at least 0	PP improvement in English was significant: +0.13 for all pupils and P8 for PP moved into 3 rd percentile (see IDSR)	Continue to monitor progress and impact of intervention in 2018-19 to ensure improvement is sustained
B.	Improve Progress in 'Open' category subjects – PE, Graphics, Resistant Materials, Art, Music	P8 for Open element improves to at least 0	Improvement overall and for PP seen in Art, PE, Graphics but Music and D&T remain a concern	Reorganise leadership of Art and Design and teaching within Music; implement next stage of support with these subjects
C.	Develop students' abilities to think more deeply in each subject	Observations show PP students more engaged in their own learning through deeper thinking and understanding	Targeted observations showed improved Deeper Thinking by PP students; attitudes to learning scores improved for students as a result	Continue to monitor T&L for engagement of PP students
D.	Create new curriculum pathways for PP and other students to improve engagement, motivation and aspiration	New KS4 curriculum in place and all PP students in Y9 and their parents are engaged with choices	Curriculum pathways all in place; early student and parent voice in y10 shows positive response to new system	Monitor success of new pathways in 2018-19 and continue to identify more alternative provision
E.	Improve literacy skills of those PP students who start below the expected level	Students on Fresh Start programme make more than expected progress in reading	In reading, all students on FreshStart gained on average 16 months progress in their reading ages with 16 making accelerated progress. 4 PP students made more than 2 years progress.	Continue to run FreshStart programme as evaluation shows positive outcomes
F.	Improve the attendance of PP students	Reduce the number of PP students with attendance below 90%	Despite significant targeted provision, 34% of PP students attended lower than 90%. This is major concern.	Work with Local Authority to address attendance issues rapidly



G.	Improve aspirations for Y11 through quality CEIAG, including engaging with parents	All y11 students have 1-1 additional careers mentoring, including parental engagement, and achieve positive outcome	100% of PP students had additional mentoring and all PP students are now engaged in purposeful post-16 provision	Repeat programme
H.	Reduce low level disruption through improvements to Behaviour System and reviewing Grouping and Setting approaches	Improved Learning Behaviours for PP students; reduced exclusions for PP students	New system identified and consultation phase implemented successfully ; New leadership appointed for Sept 2018; Exclusion rate fell sharply for PP students: fewer students had an exclusion. There were a very small number of significant repeat exclusions who were PP and CLA.	Carry out full implementation in 2018-19 and monitor for impact on PP students Improve curriculum provision for students with significant repeat exclusions using alternative provision



Priorities for use of Pupil Premium funding 2018-19 as a result of evaluation

1. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
	Low P8 scores in Design and Music	
	Attitudes to Learning score for PP students are lower than non-PP students	
	Lower take up of additional opportunities by PP students when compare to non-PP students	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
	Literacy skills entering Year 7 remain lower for many pupils eligible for PPG that for other pupils, which prevents them making good progress in KS3 and beyond.	
	Some students have low wellbeing due to sleep, nutrition and emotional issues; PP students are disproportionately represented in this group	
	Attendance of PP students remains a significant concern despite increased intervention	
	Alternative Provision opportunities for the most disengaged learners (where PP are disproportionately represented) are in short supply and expensive	
2. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
Outcomes linked to 'Quality Teaching and Provision for All':		
A.	Improve Progress in 'Open' category subjects –Graphics, Resistant Materials, Music	P8 for these subjects improve to at least 0
B.	Implement the new curriculum pathways for PP and other students to improve engagement, motivation and aspiration	Y10 students on new curriculum pathways, including those taking BTEC at Abingdon and Witney College, are engaged with their learning, and are on track to achieve FFT benchmark grades
C.	Ensure new Behaviour System is well-implemented, leading to improved Attitudes to Learning	A2L scores for PP students improve from Review 1 to Review 5
D.	Implement new Inclusion Department that provides more targeted curriculum support, including in-school support and effective Alternative Provision providers	Reduced Fixed Term exclusions and improved attendance for students identified at 'Tier 5'
Outcomes linked to 'Targeted Support'		
E.	Improve the attendance of PP students	Reduce the number of PP students with attendance below 90%



F.	Improve literacy skills of those PP students who start below the expected level	Students on Fresh Start programme make more than expected progress in reading
G.	Introduce Wellbeing coaching on the curriculum in KS3 to help address factors leading to underperformance at school such as sleep, screen time and nutrition	
Outcomes linked to 'Other Approaches'		
H.	Introduce the Bacallaureate approach into KS3 and 4 to engage PP students in enrichment and wider personal development	
I.	Continue quality CEIAG for PP students, including engaging with parents	All y11 students have 1-1 additional careers mentoring, including parental engagement, and achieve positive outcome

3. Planned expenditure Academic year 2017-18

Desired Outcome	Link to Strategy Code	Chosen action / approach requiring contribution from PP funding	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
A	1i	External training and consultancy time to improve knowledge and leadership; Time for HoDs to implement improvements rapidly; Reorganise curriculum delivery for D&T to give additional contact time; Appoint extra-curric music lead to allow HoD to focus on curriculum matters	P8 score for these subjects have been significantly negative and not improving over three years; these are subjects where L and MPA students should be engaging and achieving	HT to line manage Music; DHT to manage Head of D&T; external moderation of standards	IDG with RWS	Fortnightly line management	



Desired Outcome	Link to Strategy Code	Chosen action / approach requiring contribution from PP funding	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
B	1ii	Implement the new curriculum pathways for PP: More time for option subjects New BTEC at A&WC Allow smaller class sizes in option subjects	L and MPA PP students in current y11 have struggled with new GCSEs. The new curriculum pathways offer more time for each option and the chance to reduce options and/or take a BTEC in a vocational subject	Use PP funding to support cost of additional courses; increase LT capacity so that curriculum has clear lead	DJA	Each review for y10	£95500
C	1i	Increase Leadership capacity of Behaviour; implement improvements to Behaviour System with quality Pivotal training; Continue with higher levels of PSW provision	Attitudes to Learning scores of PP students are below that of other students; some PP students have high FTE levels;	Monitoring Learning Behaviours	NTM	At each A2L review	
D	1i, 2iv	Increase Leadership capacity of Inclusion; Identify a wider range of effective Alternative Provision and use this for tier 5 students; Recruit staff for Curriculum Support area and implement training	High FTE and very low attendance for students with SEMH needs	Monitoring attendance, exclusions and A2Ls	MAB and AMT	Raising achievement meetings	
E	2v	Increase Leadership capacity to focus on Attendance for vulnerable students and for mainstream students separately; Participate in OCC Improving Attendance programmes and fund recommended strategies	Overall attendance rates are lower than national; attendance for LPA PP students very low.	Monitoring attendance rates and using OCC Attendance Officers	NTM, MAB and AMT	Attendance monitoring data	£37500
F	2iii	Continue FreshStart in Y7 and implement into y8 to improve students with lower literacy skills and ensure accelerated progress; continue with Accelerated Reader	Literacy skills have been proved to be fundamental to success; FreshStart is the agreed approach across the Witney Partnership and AR was successful in previous years	Monitoring reading scores	AMT, SE	Termly	



Desired Outcome	Link to Strategy Code	Chosen action / approach requiring contribution from PP funding	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
G	2iv	Recruit Nuffield Health wellbeing coach to run wellbeing programme alongside D&T	School has identified link between poor wellbeing and behaviour/achievement	Regular monitoring of outcomes of wellbeing programme	CC	Termly monitoring	£9800
H	3vi	Increase rewards and incentives for all students to achieve our Baccalaureate, and ensure PP students uptake increases; Fund Duke of Edinburgh and other extra-curricular participation for PP students	Lower uptake of enrichment and personal development opportunities amongst PP students	HoYs and tutors will target PP students to participate	MAB, AMT	Termly monitoring	
I	3vii,viii	Ensure Y9 and Y11 PP students receive enhanced CEIAG guidance to support options with new curriculum models, involving families fully	Additional guidance was well-received in 2017-18 so continue provision	Monitoring by CEIAG lead	MGS	CEIAG report	
All	All	Provide fund for PP students to access enrichment and curriculum opportunities, and essentials such as uniform	The NFER make it clear that meeting individual needs is essential to ensure progress. We do not want uniform to be a barrier to students attending school and we also want to make sure that all PPG students have the equipment they need to succeed, i.e. exam kits, food resources.	Monitoring of use of fund and tutors tracking that PP students have resources and are accessing enrichment opportunities	NTM with RM	Monthly budget monitoring	
						Total	£142800