

Pupil Premium Grant – Woodlands Community College

What is the pupil premium grant (PPG)?

The pupil premium grant is a sum of money given to schools each year by the government (introduced in April 2011) to raise the attainment of disadvantaged pupils and close the attainment gap with their peers, and to support pupils with parents in the regular armed forces.

Is your child eligible?

If your child fits into one of the following three categories, then your child eligible to receive support from the PPG:

Free School Meals and Ever 6:

The PPG for 2017- 18 will include pupils recorded in the January 2017 census who are known to have been eligible for free school meals (FSM) in any of the previous six years (i.e. since summer 2011), as well as those first known to be eligible in January 2017.

Children in care / adopted from care or who have left care:

The PPG for 2017-18 will include pupils recorded in the January 2017 census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangement order (previously known as a residence order).

Ever 5 service child:

Pupils who have a parent / carer in the armed services, or have been within the last five years, or have a parent / carer in receipt of a service pension.

How to claim your child's pupil premium grant

Your child may be eligible for free school meals (and therefore the pupil premium grant) if you receive any of the following benefits:

- Income support
- Income based jobseekers' allowance
- Income related employment and support allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The guaranteed element of state pension credit
- Child tax credit, provided that you are not also entitled to working tax credit and have an annual gross income of £16 190 or less
- Universal credit.

If you are unsure, please contact Sarah Healey (sarah.healey@woodlands.southampton.sch.uk) or call 02380 463303 and we can help you complete all necessary forms to register your child as eligible.

How much is the Woodlands pupil premium grant?

The money received this year from the Government is £261 760.

The profile of disadvantaged pupils as of September 2017 at Woodlands:

Year group	TOR	Number of disadvantaged pupils			Percentage of disadvantaged pupils		
		Males	Females	Total	Males	Females	Total
Year 7	131	35	45	80	55%	67%	61%
Year 8	108	35	28	63	60%	56%	58%
Year 9	122	25	41	66	45%	61%	54%
Year 10	112	39	31	70	60%	66%	63%
Year 11	95	32	19	51	52%	56%	54%
Total	568	166	164	330	54%	61%	58%

How is the Woodlands' pupil premium grant spent?

Schools can choose how to spend their pupil premium grant money, as they are best placed to identify what would be of greatest benefit to the pupils who are eligible. Our aim is to ensure the best achievement for all pupils at Woodlands. This means we carefully consider where some individuals and groups of pupils are not making the progress they are capable of, and as a result implement specific strategies to close this gap.

The document below details how Woodlands uses its pupil premium grant. Rigorous analysis of performance gaps between disadvantaged pupils and their peers enabled the identification of three priorities:

- Improving the attendance of our disadvantaged students
- Improving the outcomes of our disadvantaged students
- Improving the behaviour and welfare of our disadvantaged students

There is no single strategy that makes an overall positive difference to the progress and life chances of disadvantaged pupils. It is the coherence of the school's approach that enables us to narrow the achievement gap between disadvantaged pupils and other pupils, although this remains a focus as part of the school's development plan. Senior leaders set aspirational targets for disadvantaged pupils and do not accept disadvantage as a reason for poor performance – a message consistently communicated to staff.

All tutors and teachers are aware of who the PPG eligible pupils within their classes are, and they personalise their planning for these pupils by using specific teaching and learning strategies to maximise progress within lessons. For some pupils, one-to-one or smaller group academic interventions are more effective, and therefore implemented to ensure academic gaps are bridged.

The Woodlands pastoral team prioritises and targets our vulnerable and disadvantaged pupils for emotional support and puts significant emphasis on resilience, motivation and good mental health. The pastoral team works with outside agencies, where appropriate, to support pupils, including during the school day.

The effectiveness of the pupil premium grant spending is measured through Ofsted inspections and termly key performance indicators.

Maria Olschner is responsible for the Woodlands pupil premium strategy, and reviews the document annually and reports this to governors, the Headteacher and other members of the Woodlands senior leadership team.

Parental contact

Any parental queries regarding the pupil premium grant please contact the Assistant Head Teacher responsible for the Woodlands pupil premium strategy, Maria Olschner (maria.olschner@woodlands.southampton.sch.uk).

Date of the next review of the Woodlands pupil premium strategy

September 2018

Pupil premium strategy statement 2017-18

1. Summary information					
School	Woodlands Community College				
Academic Year	2017-18	Total PP budget	£261,760	Date of most recent PP Review	
Total number of pupils	565	Number of pupils eligible for PP	57%	Date for next internal review of this strategy	Jan. 2018

2. Current attainment	
Progress 8 score average	
Attainment 8 score average	
Basics (English and Maths 5+)	
Basics (English and Maths 4+)	
EBacc	
3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Literacy skills, including reading ages (below chronological age), are lower than their non-PPG peers.)
B.	Numeracy skills of disadvantaged students are lower when entering year 5.
C.	Working memory of disadvantaged pupils is weaker, resulting in pupils struggling with complex tasks.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Low attendance, causing pupils to, on average, fall behind (attendance for disadvantaged pupils is lower than for non-PPG peers.)
E.	Poor facilities for supported study.

F.	Low aspirations at home (68% of students eligible for SUN funding are F
G.	Poor cultural capital (50% pupils attending PE extra-curricular sessions a
H.	High levels of mental health issues reduces school hours causing pupils
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	
A.	Improved attendance of disadvantaged pupils.
B.	Improved achievement and progress outcomes for disadvantaged pupils, clos
C.	Improved behaviour and welfare of disadvantaged students so that personal
D.	Improved aspirations of disadvantaged pupils for post 16 training and educati pathway for greater chances of employability in their adult lives.
E.	Improved reading ages to improve the literacy skills of disadvantaged pupils i therefore improve progress.
F.	Improved cultural capital for disadvantaged pupils through a greater involvem

5. Planned expenditure					
Academic year		2017-18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Improved achievement and progress outcomes for disadvantaged pupils.	Aspirational targets are set for disadvantaged students.	For each department, FFT20 (FFT5 for disadvantaged and H learners) are used to set targets tailored to the specific cohort of pupils and shared with middle leaders.	Ensure that systems for monitoring progress are rigorous and focus on the progress of disadvantaged students as a priority so that underperformance is tackled early and appropriate intervention is put in place at whole school, departmental, class and pupil level.	Paul Barber	September 2018
B. Improved achievement and progress outcomes for disadvantaged pupils.	Headline targets for the cohort to be compared to the performance of disadvantaged pupils and form an integral part of Year Leader analysis and discussions following each data collection.	Departmental targets for the cohort to be compared to performance of disadvantaged pupils and to form an integral part of Subject leader analysis and discussions following each Data collection.	Regular use of departmental briefings to monitor progress and complete rigorous action planning for key groups of disadvantaged pupils. KS4 data meetings for every subject to be held with the AHT and HT following each KS4 data collection to hold Subject Leaders to account	Paul Barber	November 2017, February 2018, June 2018

<p>B. Improved achievement and progress outcomes for disadvantaged pupils.</p>	<p>Progress meetings identify necessary interventions with a positive discrimination towards disadvantages pupils so that the gap between both the performance of disadvantaged students and non-disadvantaged students, as well as national figures, closes.</p>	<p>Class targets for the cohort to be compared to performance of Disadvantaged pupils and to form an integral part of class teacher analysis and discussions following each Data collection.</p>	<p>for their outcomes.</p> <p>Departmental Quality Assurance process to include a detailed self-evaluation of disadvantaged pupils against the departmental targets.</p> <p>Termly progress review meetings will be conducted by Subject Leaders with class teachers with a focus on disadvantaged students as</p>	<p>Paul Barber</p>	<p>January 2018</p> <p>Termly</p>
<p>B. Improved achievement and progress outcomes for disadvantaged pupils.</p>	<p>Moving from a two to a three year KS4 programme of study</p>	<p>Students gain an additional year to study their option subject.</p>	<p>INSET day training for staff.</p> <p>Curriculum evenings are held to share information with parents.</p> <p>Options evening and day events to communicate curriculum plans with pupils and parents.</p>	<p>Ria Connery Paul Barber</p>	<p>September 2018</p>
<p>B. Improved achievement and progress outcomes for disadvantaged pupils.</p>	<p>One of the three staff appraisal targets specifically focuses on quality of planning, teaching and learning to close gaps for disadvantaged students in attainment towards national figures.</p>	<p>High quality teaching results in rapid progress towards pupil outcomes.</p>	<p>Rigorous appraisal processes hold staff to account. Interim appraisal reviews gauge progress towards this appraisal target.</p>	<p>Ria Connery</p>	<p>January 2018, June 2018, September 2018</p>

B. Improved achievement and progress outcomes for disadvantaged pupils.	Introduce a mastery curriculum underpinned by precise learning, interleaving and metacognition strategies.	Improved working memory and a deeper understanding of key concepts allows pupils to apply these more successfully, and therefore improve in terms of progress and outcomes. Retention of information and skills meet the demands of the new GCSE specification.	Analyses of data at key data collection points and of GCSE results at the end of the academic year. Leadership and management (curriculum) to be judged as good or better in internal quality assurance process and external verification. Teaching and learning to be judged good or better in internal quality assurance and external verification. Data meetings to show evidence of pupils' outcomes improving across subjects as a result of a high quality interleaved curriculum. Weekly learning walks and lesson drop-ins provide quality feedback in terms of teaching and learning pedagogy.	Ria Connery Paul Barber	January 2018
B. Improved achievement and progress outcomes for disadvantaged pupils.	Pupils reflect upon and respond well to feedback in order to know what they need to do to improve (metacognition).	High ability learners can run the risk of 'flying beneath the radar'. This action ensures all students make the progress they should.	Select 15 high learner disadvantaged pupils from years 7, 8 and 10 and hold half termly pupil conferences to review pupils' understanding and use of teacher feedback.	Ria Connery	Termly
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A. Increased attendance rates</p>	<p>Employ a range of staff within the school to focus resources on the improvement of attendance for disadvantaged pupils.</p>	<p>Progress and attainment for pupils will not improve unless they are in school.</p>	<p>The education welfare officer (EWO) has additional time in order to conduct attendance action strategies and further non statutory attendance work.</p> <p>Three assistant year leader (AYL) posts, specifically created to focus on analysis and chasing of attendance for disadvantaged students including daily home visits.</p>	<p>Nicola Iverson</p>	<p>January 2017</p>
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<p>A. Increased attendance rates</p>	<p>Significantly reduce the number of persistently absent (PA) students within the school, with a particular focus on disadvantaged and SEND pupils.</p>	<p>Pupils make the most progress when in the classroom. Absenteeism has a significant and detrimental effect on pupil progress and outcomes.</p>	<p>Disadvantaged pupil attendance to be close to national figures (95%) within a 1% tolerance level.</p> <p>PA figure to be tracked in comparison to national figures (13%) within a 1% tolerance level.</p> <p>All PA disadvantaged pupils to be met with by the education welfare officer (EWO) and/or Year Leader (YL) within first two weeks back in September and set targets around attendance – to be reviewed half termly through attendance intervention days.</p> <p>YL to prioritise the analysis of the attendance of all disadvantaged pupils every fortnight.</p> <p>YL to use Saints Community Champion as an attendance mentor during tutor time for key groups of PA disadvantaged boys, using competition as an incentive to improve attendance.</p> <p>Saints Community Champion to use 88-93% attendance for disadvantaged pupils as a criteria for in school and out of school programmes run by the Saints Foundation in order to further engage pupils in education and improved attendance</p> <p>AYL to prioritise PA disadvantaged pupils as first contact for absence.</p>	<p>Nicola Iverson</p>	<p>Weekly</p> <p>Weekly</p> <p>Termly</p> <p>Fortnightly</p> <p>Termly</p> <p>Daily</p>
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A. Increased attendance rates	Prioritise the use of the catch-up room for disadvantaged and SEND pupils who are have missed a day of school to raise level of accountability around attendance.	<p>Pupils make the most progress when in the classroom. Absenteeism has a significant and detrimental effect on pupil progress and outcomes.</p> <p>A supportive 'catch-up room' after school is staffed by teachers and used to target disadvantaged students in order to catch them up with work missed due to absence.</p>	<p>Identify key year 10 and 11 students for Inclusion to further engage students in education and improve attendance.</p> <p>Year Leaders to provide mentors with year 11 attendance weekly and to identify causes for concern and actions around attendance for mentors.</p> <p>Year Leaders to use tutor briefings to hold tutors to account around contact home regarding attendance improvements and declines</p> <p>The catch-up room is staffed by two members of staff for one hour every day after school.</p> <p>Resources are provided for the catch-up room, including revision materials and refreshments.</p>	Nicola Iverson	<p>September 2018</p> <p>Weekly</p> <p>Weekly</p> <p>Daily</p>
A. Increased attendance rates	Use the SOL attendance tracker in order to establish early interventions for students whose attendance is below 97% or dropping.	Pupils make the most progress when in the classroom. Absenteeism has a significant and detrimental effect on pupil progress and outcomes.	SOL attendance tracker software is kept up to date, and administration time is allocated to keep this accurate.	Nicola Iverson	September 2018
A. Increased attendance rates	Celebrate the success of students whose attendance is improving and at least in line with school expectation.	Providing aspirations and rewarding success motivates pupils to improve their attendance.	<p>Celebrations are held every half term, with refreshments provided.</p> <p>Reward trips are planned for the end of every academic year.</p>	Nicola Iverson	Half termly

<p>B. Improved achievement and progress outcomes for disadvantaged pupils.</p>	<p>Purchase cameras for the Photography course at KS4, which has a high success rate, with a predominance of disadvantaged students on the course.</p> <p>Support with the ingredients for Catering lessons for our disadvantaged pupils.</p>	<p>Providing equipment removes the barrier to learning, allowing disadvantaged pupils to be successful on the Photography and Catering courses.</p>	<p>12 cameras purchased.</p> <p>Ingredients are provided in Catering lessons for disadvantaged pupils.</p> <p>Analysis of progress and attainment data after each data collection, as of the GCSE results at the end of the academic year.</p>	<p>Maria Olschner</p>	<p>September 2018</p>
<p>B. Improved achievement and progress outcomes for disadvantaged pupils.</p>	<p>Run holiday revision and a self-supported study room during holiday periods to allow disadvantaged students access to an appropriate environment for study and revision.</p>	<p>Holiday revision provides guided revision and facilities for supported study, which some disadvantaged pupils do not have access to at home.</p>	<p>20 days of revision are staffed by three members of staff during holiday times.</p>	<p>Toni Sambrook</p>	<p>September 2018</p>
<p>B. Improved achievement and progress outcomes for disadvantaged pupils.</p>	<p>Purchase revision materials from a range of subjects and across subjects in order to support disadvantaged students with independent revision.</p>	<p>Pupils who have correct equipment and resources will be more successful in assessment and exam preparation.</p>	<p>Revision packs are provided, including highlighter and pens, for all students in year 11.</p> <p>Revision guides for subjects are provided for disadvantaged pupils.</p>	<p>Maria Olschner</p>	<p>September 2018</p>
<p>B. Improved achievement and progress outcomes for disadvantaged pupils</p>	<p>Assertive mentoring is provided to all disadvantaged pupils.</p>	<p>Pupils who are guided in and held accountable for progress, attitude and learning assessment make greater progress than pupils without this support.</p>	<p>All disadvantaged students to be allocated a mentor staff member and receive 30 minutes of mentoring per fortnight.</p>	<p>Toni Sambrook</p>	<p>September 2018</p>

B. Improved achievement and progress outcomes for disadvantaged pupils	Employ an extra data officer in order to facilitate detailed and timely data captures.	Rigorous data analysis provides the backbone for pupil progress discussions and interventions.	One extra data officer has been employed.	Paul Barber	September 2018
B. Improved achievement and progress outcomes for disadvantaged pupils	Tailored inclusion provision for disadvantaged SEND pupils.	Tailored inclusion provision for disadvantaged SEND students provides a learning experience which better meets the pupils' needs. Pupils may experience specific barriers to integrating in mainstream e.g. emotional challenges, which with support and time, can be overcome.	The inclusion unit is staffed with specialist teachers who provide support with a full curriculum, along with specific work on emotional and behavioural welfare.	Toni Sambrook	September 2018
B. Improved achievement and progress outcomes for disadvantaged pupils	English and Maths catch-up sessions are implemented for disadvantaged pupils who are not meeting their target grades.	Pupils must reach grades 4 or 5 for most college courses.	Maths and English Subject Leaders plan intervention sessions for targeted disadvantaged students, staffed with specialist teachers from their departments.	Paul Barber	September 2018
B. Improved achievement and progress outcomes for disadvantaged pupils	Employment of a sign language interpreter.	The interpreter allows meaningful discussions in relation to progress to be facilitated between deaf parents of our disadvantaged students and staff.	Five days of sign language interpretation purchased.	Diane Lowth	September 2018

<p>C. Improved behaviour and welfare of disadvantaged students so that personal resilience and intrinsic motivation leads to better progress.</p>	<p>Emotional literacy and support (ELSA)</p>	<p>To assist any pupil who is having difficulty accessing the curriculum due to emotional obstacles in order to reach their potential.</p> <p>To develop emotional awareness (literacy)</p>	<p>ELSAs attend regular supervision and internal team meetings.</p> <p>ELSAs plan sessions, prepare resources, write notes and once work with a pupil is completed, write a short report for the pupil's pastoral leader(s) for their file.</p> <p>Analysis after every data collection establishes the progress towards an average attitude score of 2.</p>	<p>Diane Lowth</p>	<p>September 2018</p>
<p>E. Improved reading ages to improve the literacy skills of disadvantaged pupils in order for them to gain greater access to the curriculum, and therefore improve</p>	<p>Employ a librarian 4 days a week.</p>	<p>The librarian and the resources in the library facilitate a reading culture within the school and raises the reading ages of all disadvantaged pupils.</p>	<p>The librarian is contracted for 30 hours per week.</p>	<p>Ria Connery</p>	<p>September 2018</p>
<p>E. Improved reading ages to improve the literacy skills of disadvantaged pupils in order for them to gain greater access to the curriculum, and therefore improve</p>	<p>Lexia intervention package.</p>	<p>The Lexia intervention package, along with additional Lexia intervention for disadvantaged pupils with reading ages below their chronological age, supports these pupils to make rapid progress in their literacy skills.</p>	<p>The purchase of the Lexia package, as well as the formation of intervention groups.</p>	<p>Diane Lowth</p>	<p>September 2018</p>

E. Improved reading ages to improve the literacy skills of disadvantaged pupils in order for them to gain greater access to the curriculum, and therefore improve	Accelerated Reader programme.	The Accelerated Reader programme supports the tracking and intervention of students with reading ages below their chronological age.	Purchase the Accelerated Reader programme.	Ria Connery	September 2018
E. Improved reading ages to improve the literacy skills of disadvantaged pupils in order for them to gain greater access to the curriculum, and therefore improve	LASS (Lucid Assessment System for Schools)	LASS is an objective, multifunctional system for assessment pupils' cognitive and literacy skills to help in the diagnosis of dyslexia. This allows staff to put in place key strategies of support and intervention to ensure progress is not hindered.	Purchase the LASS testing programme in order to establish barriers to learning for disadvantaged pupils and allow targeted support and exam concessions.	Diane Lowth	September 2018

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Improved behaviour and welfare of disadvantaged students so that personal resilience and intrinsic motivation leads to better progress.	Uniform is purchased for our disadvantaged pupils.	A school uniform provides equality between peers, reducing instances of bullying and marginalisation. In addition, a well-presented uniform can facilitate a sense of belonging.	Monitored by Year Leaders.	Nicola Iverson	September 2018
D. Improved aspirations of disadvantaged pupils for post 16 training and education.	Assertive mentoring of year 11 disadvantaged pupils to ensure college applications are completed.	A greater proportion of disadvantaged pupils, on average, compared to their non-disadvantaged peers fall in the 'not in employment, education or training' (NEET) category.	All year 11 disadvantaged pupils who do not have a college placement by October are booked into a careers appointment to discuss post 16 education and training options.	Toni Sambrook	January 2018

			Analysis of school leavers show that the percentage of NEETs who are disadvantaged pupils is equal to the percentage of non-disadvantaged pupils that.		
F. Improved cultural capital for disadvantaged pupils through a greater involvement in extra-curricular activities.	School Council launched in September 2017, with every tutor group represented.	Pupils feel empowered when they feel their voices are heard and respected. The School Council pupils experience improved citizenship, organisation, learning and personal improvement.	The School Council is led by head prefects with a small team of prefects for support, who work with a councillor and deputy councillor from every tutor group, to bring about improvements at Woodlands. A designated staff and SLT member manage School Council, which meets once per half term. Representation of disadvantaged pupils at School Council is proportionate to the cohort.	Maria Olschner	September 2018
F. Improved cultural capital for disadvantaged pupils through a greater involvement in extra-curricular activities.	Summer School for upcoming year 7 pupils	Summer School is run to aid a successful transition for our disadvantaged students from years 6 into 7.	Staff run a one week summer school.	Nicola Iverson	September 2018
F. Improved cultural capital for disadvantaged pupils through a greater involvement in extra-curricular activities.	Subsidised trips	Extra-curricular trips are subsidised in order to raise the cultural capital of our disadvantaged students – including a year 7 residential trip.	Pupils premium grant funding is allocated to disadvantaged pupils to enable attendance.	Maria Olschner	September 2018
Total budgeted cost					£261, 760

