

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 is eligible to receive support from the PPG:

Free School Meals and Ever 6:

The PPG for 2018-19 will include pupils recorded in the January 2018 census who are known to have been eligible for free school meals (FSM) in any of the previous six years (i.e. since summer 2012), as well as those first known to be eligible in January 2018.

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

The PPG for 2018-19 will include pupils recorded in the January 2018 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 £281,915.

The profile of disadvantaged pupils as of September 2018 at Woodlands:

Year group	TOR	Number of disadvantaged pupils			Percentage of disadvantaged pupils		
		Males	Females	Total	Males	Females	Total
Year 7	114	43	23	66	65%	35%	58%
Year 8	129	35	44	79	44%	56%	61%
Year 9	106	35	27	62	56%	44%	58%
Year 10	117	24	37	61	39%	61%	52%
Year 11	110	39	30	69	57%	43%	62%
Total	576	176	161	337	52%	48%	59%

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.

Neil Pearce 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 Lead Practitioner responsible for the Woodlands pupil premium strategy, Neil Pearce (neil.pearce@woodlands.southampton.sch.uk).

Date of the next review of the Woodlands pupil premium strategy

January 2019

Pupil premium strategy statement 2018-19

1. Summary information					
School	Woodlands Community College				
Academic Year	2018-19	Total PP budget	£281,915	Date of most recent PP Review	July 2018
Total number of pupils	576	Number of pupils eligible for PP	58%	Date for next internal review of this strategy	Jan. 2019

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
Progress 8 score average	-1.05	-0.98
Attainment 8 score average	34.2	37.5
Basics (English and Maths 5+)	11.4%	14.0%
Basics (English and Maths 4+)	27.3%	38.0%
EBacc – Standard pass	9.1%	14.0%
EBacc – Strong pass	4.5%	8.0%

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 for disadvantaged pupils entering year 7, preventing them from making good progress. (Current year 7 PPG pupils are 4.7 months behind their non-PPG peers. Also, the chronological / reading age gap is 6 months wider for PPG pupils than for non-PPG pupils.)
B.	Numeracy skills of disadvantaged students are lower when entering year 7, preventing them from making good progress.
C.	Working memory of disadvantaged pupils is weaker, resulting in pupils not being able to retain and access information as easily, preventing them from making good progress.
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 2017-18 was 92.1% for non-PPG and 90.2% for PPG)
E.	Poor facilities for supported study at home.

F.	Low aspirations at home (68% of students eligible for SUN funding are PPG)	
G.	Poor cultural capital (50% pupils extra-curricular sessions were PPG in 2018, including Rock Challenge, School Council, and academic clubs e.g. STEM)	
H.	High levels of mental health issues reduces school hours causing pupils to, on average, fall behind (59% of SEND SEMH are PPG)	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved attendance of disadvantaged pupils.	Attendance of disadvantaged pupils is close to national figures (95%), within 1% tolerance.
B.	Improved achievement and progress outcomes for disadvantaged pupils, closing the gap to their non-disadvantaged peers, particularly disadvantaged boys.	Achievement and progress outcomes of disadvantaged pupils is in line with departmental targets.
C.	Improved behaviour and welfare of disadvantaged students so that personal resilience and intrinsic motivation leads to better progress.	Average attitude for learning scores for disadvantaged students are at least 2.
D.	Improved aspirations of disadvantaged pupils for post 16 training and education so that all disadvantaged pupils have a clear post 16 pathway for greater chances of employability in their adult lives.	Percentage of NEETs who are disadvantaged pupils is equal to the percentage of non-disadvantaged pupils.
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 progress.	The gap between reading and chronological ages of disadvantaged students is bridged, measured by Accelerated Reader software.
F.	Improved cultural capital for disadvantaged pupils through a greater involvement in extra-curricular activities.	The percentage of disadvantaged pupils attending extra-curricular activities is equal to the cohort proportion.

5. Planned expenditure					
Academic year		2018-19			
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 (FFT20).	For each department, FFT50 (FFT20 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 2019
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 for their outcomes.	Paul Barber	November 2018, February 2019, June 2019

B. Improved achievement and progress outcomes for disadvantaged pupils.	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.	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.	Departmental self-evaluation process to include a self-evaluation of disadvantaged pupil progress against departmental targets. Termly progress review meetings will be conducted by Subject Leaders with class teachers with a focus on disadvantaged students as appropriate.	Paul Barber	January 2019 Termly
B. Improved achievement and progress outcomes for vulnerable pupils.	One of the three staff appraisal targets specifically focuses on quality of planning, teaching and learning to close gaps for vulnerable students, including the disadvantaged, in attainment towards national figures.	High quality teaching results in rapid progress towards pupil outcomes.	Rigorous appraisal processes hold staff to account. Interim appraisal reviews gauge progress towards this appraisal target.	Neil Pearce	January 2019, June 2019, September 2019
B. Improved achievement and progress outcomes for vulnerable pupils.	Two Lead Practitioners were appointed in September 2018, each leading on a strand of the teaching and learning strategy: <ul style="list-style-type: none"> - Closing gaps for vulnerable pupils - Improving stretch and challenge in the curriculum to improve outcomes for pupils 	High quality teaching results in rapid progress towards pupil outcomes.	Every teacher opts into one of these teaching and learning groups, which meet every Friday morning. One of the appraisal targets for every teaching member of staff is linked to improved teaching and learning pedagogy and practice.	Neil Pearce	January 2019

<p>B. Improved achievement and progress outcomes for disadvantaged pupils.</p>	<p>Improve the level of stretch and challenge through the introduction of The Woodlands Way:</p> <ol style="list-style-type: none"> 1. Engaging starts to lessons 2. Challenge 3. Clear learning journey 4. Differentiation by starting point, SEND and PPG 5. High quality questioning 6. Assessing misconceptions and intervening 7. Assessment and guidance 8. Progress for all pupils <p>Imbed The Woodlands Way in the mastery curriculum underpinned by precise learning, interleaving and metacognition strategies.</p>	<p>Improving the level of stretch and challenge in the curriculum will improve student passivity and increase student engagement and outcomes.</p> <p>Retrieval practice will improve levels of automated knowledge retention, understanding of key concepts and the working memory of students. This will allow students to apply knowledge more successfully, and therefore improve their progress and outcomes.</p> <p>Retention of information and skills to meet the demands of the new GCSE specifications.</p>	<p>Analyses of data at key data collection points and of GCSE results at the end of the academic year.</p> <p>Leadership and management (curriculum) to be judged as good or better in internal quality assurance processes and external verifications.</p> <p>Teaching and learning to be judged good or better in internal quality assurance and external verification.</p> <p>Data meetings to show evidence of pupils' outcomes improving across subjects as a result of a high quality and effective curriculum.</p> <p>Weekly learning walks and lesson drop-ins provide quality feedback in terms of teaching and learning pedagogy.</p>	<p>Neil Pearce Paul Barber</p>	<p>January 2019</p>
<p>B. Improved achievement and progress outcomes for disadvantaged pupils.</p>	<p>Focus on vulnerable boys to close the gap in progress between disadvantaged boys and girls.</p>	<p>Boys' progress 8 score was -1.33. Girls' progress 8 scores was -0.47. Difference = 0.86 (nearly one grade).</p>	<p>A detailed action plan is written to support the intervention for vulnerable boys.</p> <p>Teachers target boys to engage in lessons through thoughtful seating planning, targeted questioning, stretch and challenge in lessons and other effective T&L strategies that do not have a negative impact on girls.</p>	<p>Neil Pearce</p>	<p>January 2019, June 2019, September 2019</p>

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?
A. Increased attendance rates	Employ a range of staff within the school to focus resources on the improvement of attendance for disadvantaged pupils.	Progress and attainment for pupils will not improve unless they are in school.	<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>	Nicola Iverson	January 2019

<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 (92.5%) within a 1% tolerance level.</p> <p>PA figure to be tracked in comparison to national figures within a 1% tolerance level.</p> <p>All PA disadvantaged pupils are a focus in attendance audits with clear actions that are reviewed weekly.</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 when needed.</p> <p>Saints Community Champion to use 88-93% attendance for disadvantaged pupils as one of the 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>Weekly</p> <p>Fortnightly</p> <p>Termly</p> <p>Daily</p>
--------------------------------------	--	--	--	-----------------------	---

<p>A. Increased attendance rates Not strategy for attendance.</p>	<p>Homework club is compulsory for year 10 disadvantaged students who miss days of learning. This is to hold students to account for their attendance and ensure that they do not fall behind in terms of progress.</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>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 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>	<p>Michelle Pearce</p>	<p>September 2019</p> <p>Weekly</p> <p>Weekly</p> <p>Daily</p>
<p>A. Increased attendance rates</p>	<p>Use the SOL attendance tracker in order to establish early interventions for students whose attendance is below 97% or dropping.</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>SOL attendance tracker software is kept up to date, and administration time is allocated to keep this accurate.</p>	<p>Nicola Iverson</p>	<p>September 201p</p>
<p>A. Increased attendance rates</p>	<p>Celebrate the success of students whose attendance is improving and at least in line with school expectation.</p>	<p>Providing aspirations and rewarding success motivates pupils to improve their attendance.</p>	<p>Celebrations are held every half term, with refreshments provided.</p> <p>Reward trips are planned for the end of every academic year.</p>	<p>Nicola Iverson</p>	<p>Half termly</p>

<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>Purchase scientific calculators for every KS4 PPG student.</p>	<p>Providing equipment removes the barrier to learning, allowing disadvantaged pupils to be successful on the Photography, Catering and numeracy based courses.</p>	<p>Cameras purchased at £72-90 per camera.</p> <p>Ingredients are provided in Catering lessons for disadvantaged pupils.</p> <p>Calculators to provide consistency and fluency in the use of equipment that students will be expected to be skilled in using for specific GCSE exams e.g. Maths and Science.</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>Neil Pearce</p>	<p>September 2019</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>Neil Pearce</p>	<p>September 2019</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>Neil Pearce</p>	<p>September 2019</p>
<p>B. Improved achievement and progress outcomes for disadvantaged pupils</p>	<p>Employ an extra data officer in order to facilitate detailed and timely data captures.</p>	<p>Rigorous data analysis provides the backbone for pupil progress discussions and interventions.</p>	<p>One extra data officer has been employed.</p>	<p>Paul Barber</p>	<p>September 2019</p>

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.	Nicola Iverson	September 2019
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 2019
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 2019
C. Improved behaviour and welfare of disadvantaged students so that personal resilience and intrinsic motivation leads to better progress.	Emotional literacy and support (ELSA)	To assist any pupil who is having difficulty accessing the curriculum due to emotional obstacles in order to reach their potential. To develop emotional awareness (literacy).	ELSAs attend regular supervision and internal team meetings. 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. Analysis after every data collection establishes the progress towards an average attitude score of 2.	Diane Lowth	September 2019

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 progress.	Employ a librarian 4 days a week.	The librarian and the resources in the library facilitate a reading culture within the school and raises the reading ages of all disadvantaged pupils.	The librarian is contracted for 30 hours per week.	Jim Henderson	September 2019
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	Lexia intervention package.	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.	The purchase of the Lexia package, as well as the formation of intervention groups.	Diane Lowth	September 2019
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.	Jack Eiles	September 2019
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 2019

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 2019
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. Analysis of school leavers show that the percentage of NEETs who are disadvantaged pupils is equal to the percentage of non-disadvantaged pupils that.	Michelle Pearce	January 2019
F. Improved cultural capital for disadvantaged pupils through a greater involvement in extra-curricular activities.	School Council is re-elected in September 2018, 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.	Neil Pearce	September 2019

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.	Di Lowth	September 2019
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.	Neil Pearce	September 2019
Total budgeted cost					£281, 915

