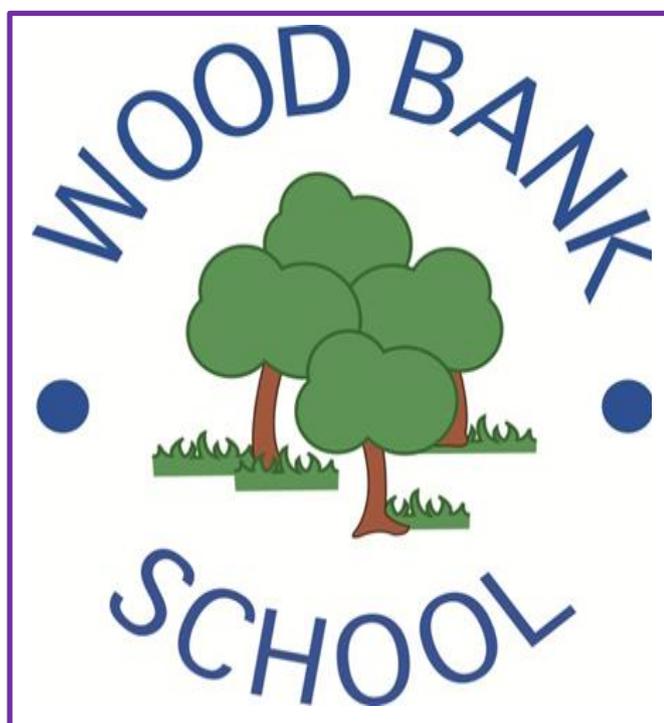


WOOD BANK SCHOOL



Pupil Premium Report

Date	2018-19
Review Date	September 2019
Signed (Headteacher)	
Signed (Chair of Governors)	

RATIONALE

The pupil premium was introduced in April 2011. This funding is in addition to main school funding and is intended to be used to 'close the gap,' raise attainment and improve progress.

The Government originally allocated each school the money to children from low income families who were eligible for Free School Meals (FSM) and also those who had been classed as looked after for 6 months. This has now been extended to include pupils who have been eligible for FSM at any point over the last six years. (Ever 6)

The Government believes that through the allocation of pupil premium it is the best way to address the inequalities between children eligible for free school meals and their peers by ensuring that the funding reaches the children that need it most.

In April 2015 pupil premium was extended to include Early Years. Allocations are based on the school which the eligible pupil attends at the time of the January school census.

At Wood Bank we are highly committed to ensuring the well-being of our students and to enhance their opportunities for independent learning. The funding is used effectively to support the schools' budget to provide additional support so that we can include programmes that support our pupil's needs.

Schools have the freedom to decide how pupil premium is best spent on the eligible pupils to maximise the impact on pupil's progress and attainment. As a school we are required to report on how it is spent and its impact on pupils.

PREVIOUS PUPIL PREMIUM ALLOCATION

	Allocation per pupil	No of pupils	Total allocation
2015-2016	£1320	32	£42,240
2016-2017	£1320	30	£39,600
2017-2018	£1320	31	£40,920

CURRENT ACADEMIC YEAR 2018-2019

This academic year 31 (42%) of our pupils are eligible for Pupil Premium. In addition we have three children in school who are CLA or Post CLA.

	Number of Pupils	Amount	Total Allocation
Pupil Premium	31 children	£1320	£40,920
CLA/Post CLA	3 children	£2300	£6900
Total Allocation = £47,820			

The CLA/Post CLA allocation will be managed by the Virtual School Head and the Senior Leadership Team, and will be reviewed in December 2018.

Children receiving Pupil Premium – This section is designed to share Pupil Premium information with Teachers, and so we are able to target specific children with planned interventions. This is available by request.

Class							
Hedgehogs	Squirrels	Otters	Foxes	Owls	Badgers	Butterflies	Kestrels

The money allocated is based on the January 2018 Census. 3 children who were previously eligible for Pupil Premium funding were included as the last Year 6 cohort, but do not appear in this table.

Curriculum Pathway	Percent of children eligible within Curriculum Pathway
EYFS/Roots Curriculum	27%
Roots Curriculum	13%
Trunk Curriculum	37%
Branching Curriculum	23%

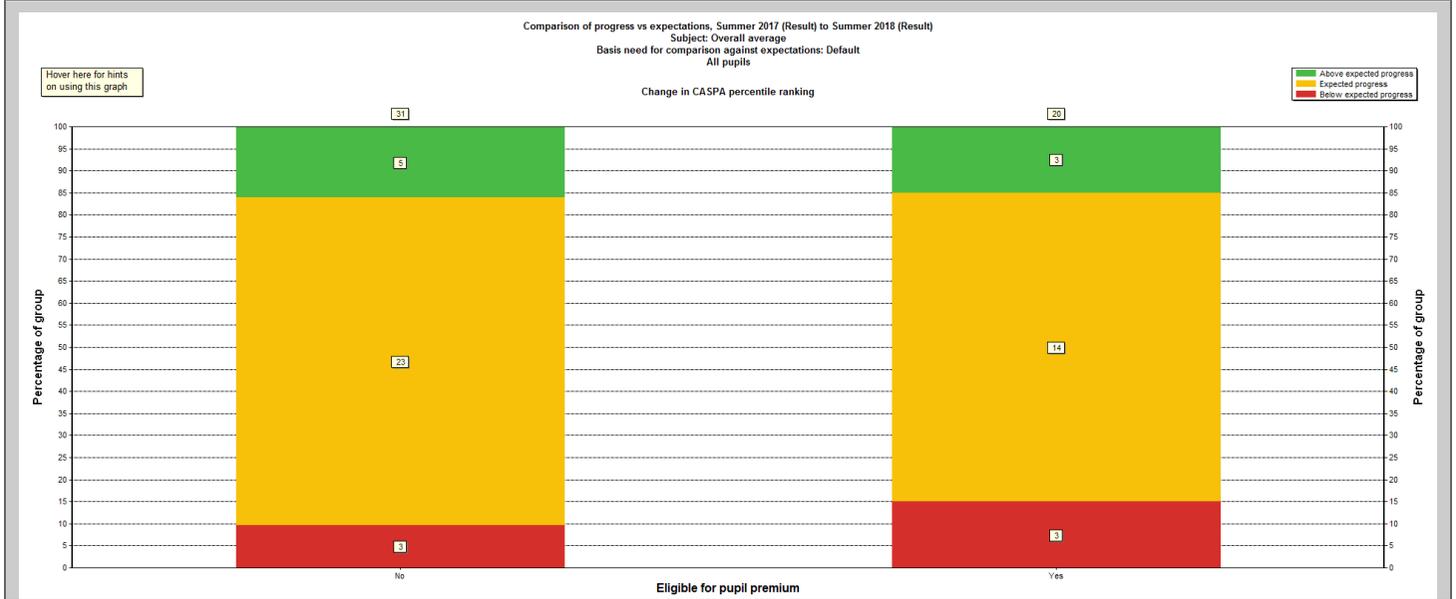
CURRENT ATTAINMENT COMPARING CHILDREN WHO RECEIVE PUPIL PREMIUM AGAINST NON PUPIL PREMIUM (over 3 years)

ANALYSIS

- The number of pupils meeting/exceeding expected progress indicates an upward trajectory for both pupil premium and non-pupil premium cohorts, with 85% and 90% respectively.
- The high progress percentage for pupils on Pupil Premium evidences the effective use of the additional funding to narrow the gap.
- Whilst there is a 5% differential, when considering the small number of children contained within the data set, we do not consider this to represent a whole school trend.

		EXPECTED & ABOVE	ABOVE EXPECTED	EXPECTED	BELOW EXPECTED
PUPIL PREMIUM	2015-16	76%	14% (4/29)	62% (18/29)	24% (7/29)
	2016-17	81.5%	0% (0/27)	81.5% (22/27)	18.5% (5/27)
	2017-18	85%	15% (3/20)	70% (14/20)	15% (3/20)
NON PUPIL PREMIUM	2015-16	86.2%	17.2% (5/29)	69% (20/29)	13.8% (4/29)
	2016-17	75.9%	10.3% (3/29)	65.6% (19/29)	24.1% (7/29)
	2017-18	90%	16% (5/31)	74% (23/31)	10% (3/31)

CASPA GRAPH



EVALUATION/IMPACT SUMMARY OF 2017-18 PUPIL PREMIUM - Total Pupil Premium Funding = £40,920	
DESIRED OUTCOME	IMPACT
To continue to ensure quality signing is part of our total communication approach	<ul style="list-style-type: none"> • All new staff received signalong training which ensured there was a consistency in approach across all classes • Staff received training throughout the year to introduce new signs and promoted use within all classrooms • Use of signing formed an integral part of the appraisal system for Teaching Assistants raising their awareness and impact within the classroom. • Signing is now fully embedded across school and is monitored regularly through lesson observations • Children who are identified as requiring intervention for signing all access a weekly sign assembly to practice and embed this skill.
To continue to employ a specialist music therapist to ensure that pupils who are harder to engage access 1:1/group sessions to support communication	<ul style="list-style-type: none"> • A music therapist from Nordoff Robbins works with specific children identified by the Class Teacher on a weekly basis. • Evidence is captured through half-termly reports and video • 24 children received 1:1 music therapy sessions • All children made progress and increased their social and communication skills • One child made extensive progress through developing a song and creating their own accompanying music • Intensive Interaction was further embedded as part of our total communication approach
To continue to give access to outside school educational activities which add depth and meaning to pupils' learning	<ul style="list-style-type: none"> • Children attended concerts at Leeds Town Hall, Ilkley, and took part in the 'Piece Hall Big Sing' • Children in the Choir accessed opportunities to visit new places and take part in inclusive events across Yorkshire with both mainstream and other special needs schools. • Confidence was raised through performance • 7 children entitled to Pupil Premium funding were able to access a Residential trip to take part in outdoor activities; they were also able to raise their social understanding through staying away from home for the first time. • Children accessed the local community and raised their awareness of public transport.
To enable pupils to socialise with their friends within a more relaxed environment	<ul style="list-style-type: none"> • An After-School programme was run with Calderdale Play Services to provide opportunities for children to socialise with their friends after school • Parents were supported through respite

To continue to support the employment of our Family Liaison Officer and for all parents to have equal access

- Our Family Liaison Officer provided support to all families through increasing parental engagement in understanding how to meet their child's needs and increasing learning potential.
- Improving attendance for identified pupils
- Securing care outcomes for vulnerable families who struggle to access services
- Providing support to parents through signposting
- Providing early intervention to support families and ensure all children's needs are being met in the home environment.
- Visiting homes to ensure a consistency in approach both at school and at home.
- Capturing pupil voice

PLANNED PUPIL PREMIUM SPENDING 2018-2019		Total Allocation = £47,820	
Percentage of Total Allocation:			17%
Provision	Cost	Aims/Desired Outcomes	Target PP Children
Music Therapy – Specialist Music Therapist from Nordoff Robbins to work within school one day per week.	£8000	<ul style="list-style-type: none"> • Improve speech and communication • Improve fine and gross motor skills • Social skill development • Improve behaviour through the teaching of calming strategies. • Teach children to express their emotions • Build self-esteem and confidence • Teach performance skills 	
Evaluation/Impact:			
Percentage of Total Allocation:			31%
Contribution towards Family Intervention & DSL	£15,000	<ul style="list-style-type: none"> • Increase parental engagement in understanding how to meet their child’s needs and increase learning potential. • Improve attendance for identified pupils • Secure care outcomes for vulnerable families who struggle to access services • Provide support to parents through signposting • Provide early intervention to support families and ensure all children’s needs are being met in the home environment. • Home visits to ensure a consistency in approach both at school and at home. 	
Evaluation/Impact:			

Percentage of Total Allocation:			17%
Hydrotherapy/Swimming – To ensure all children in KS2 are able to access swimming/hydrotherapy for at least half a term.	£8000	<ul style="list-style-type: none"> • To enhance water confidence • Develop fine and gross motor skills • To promote and maintain muscle tone • To enhance balance, co-ordination and stamina • To ensure children maintain consistency with bespoke physiotherapy programmes • To increase awareness of danger • To increase understanding of the world. 	
Evaluation/Impact:			
Percentage of Total Allocation:			13%
Choir – Participation in the Young Accord Choir (Leeds)	£6000	<ul style="list-style-type: none"> • To participate with other children from across Yorkshire in a Choir • To enhance performance skills • To improve communication and speech development • To foster inclusion and maintain relationships with other children • To enhance confidence and self-esteem • To provide opportunities to visit new places and places of Worship, increasing their understanding of the world. 	
Evaluation/Impact:			
Percentage of Total Allocation:			6%
Contribution towards Intervenor	£2820	<ul style="list-style-type: none"> • To support child with learning through 1:1 support • Provide access to the world by conveying the incidental things going on around the child who is deafblind. • To support language development 	

		<ul style="list-style-type: none"> • To provide social and emotional support 	
Evaluation/Impact:			
Percentage of Total Allocation:			17%
Contribution to Educational Visits/Performances within school	£8000	<ul style="list-style-type: none"> • To ensure that all children have access to enrichment activities • To enhance understanding of the world • To maintain inclusion within our local community • To ensure children are able to access activities to enhance their experience of the arts • To hold a theatre production in school so all children are able to access. 	
Evaluation/Impact:			

