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## WOODLANDS SCHOOL PUPIL PREMIUM GRANT REVIEW - JULY 2016

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The following report has been prepared following a visit to the school arranged by Mary Heckles (PPG Co-ordinator) on Friday 1<sup>st</sup> July 2016.

The purpose of the visit was to support the school in reviewing its practice in using Pupil Premium funding to bridge the achievement gap between PPG and non PPG and to discuss potential areas for development.

This report is based upon information gathered from the school website PPG Statement, the school's review statement using the NCTL guidance, discussion with MHE and Alison Dominey (Senior Leader Consultant), observation of intervention in Maths and English, speaking with two separate groups of PPG pupils (Years 7&8 and Years 9,10,11), discussion with Andy Jenkins (Assistant Headteacher with responsibility for whole school attendance) and Seddeer Amram (Deputy Headteacher, Behaviour & Welfare).

### SCHOOL CONTEXT

Overall 46.65% of pupils are eligible for PPG funding; whilst the overall percentage has not varied greatly over the past 3 years, the proportion is significantly higher in Year 7 (49.1%) than in Year 11 (29.7%).

### AREAS OF PPG EXPENDITURE FOCUS

#### 1. Narrowing the achievement gap in all year groups

The school uses a highly effective data tracking systems which from the evidence gathered from students they use to track their own progress and the information is highly motivating to them. At all data points the progress of PPG is tracked and monitored against the progress of Non PPG. This data is analysed by Mary Heckles, the Raising Standards Team, Heads of Year and Heads of Departments and leads to action plans and additional intervention strategies being put in place for individuals. This may vary in practice and not always be recorded in meeting agendas and minutes.

Analysis of KS4 academic outcomes for 2015 (in brackets) and predictions for 2016 based on tracking data shows that the school has been successful in narrowing the gap between PPG and Non PPG pupils in all measures outlined below, and that further progress has been made in 2015-16:

- 3 levels of progress of -15% (-22%) and +8% (-31 %) respectively for E and M
- 5A\*-C with E & M: -22% (-27%)
- 5A\*-C: -18% (-26%)
- Progress 8: -0.2 (-0.4)
- Achievement 8: -0.7 (-1.00)

Analysis of KS3 data provided shows reason to be confident that strategies put in place are having a positive impact on progress in narrowing the gap, particularly impressive Year 8 and 9.

2014-15	Maths Gap	English Gap
Year 7	+1%	+3%
Year 8	-6%	-12%
Year 9	-17%	-3%

2015-16	Maths Gap	English Gap
Year 7	-6.5%	+1.5%
Year 8	+3.8%	-3.9%
Year 9	+2.8%	-2.5%

The strategies observed in Maths and the data provided show that the appointment the PPG Advocate in Maths and the creation of an intervention group have had an overwhelmingly positive impact on the pupils who have benefited from this intervention. Out of the 65 pupils concerned across KS3 80% have made at least 1 sub-level of progress in one term. The strategy of creating an intervention group running alongside timetabled lessons with pupils being invited to join the group as and when need has been identified, will be extended to English.

## **2. Raising aspirations for post 16 destination & life**

The students interviewed praised the opportunity they had been given to be part of the Brilliant Club and every comment they made about post 16 aspirations and beyond confirmed the significant impact the whole school aspirations programme is having on developing their knowledge of university education and their aspirations to aim for higher education. Through university visits and the work of tutor university ambassadors, they are beginning to think of the courses they might study and careers they might consider.

## **3. Develop positive attitudes and engagement**

Pupils observed in the Maths intervention group, the readers in the library, the English intervention group and the two groups of students all demonstrated engagement and the pupils interviewed spoke very highly of their school and the wide range of opportunities presented to them as PPG pupils. They have a sense that the barriers to learning are being reduced thanks to the intervention programmes. They also praised the opportunities to go on trips & visits which they found enriching but also mentioned that their visit to a prison gave them motivation to be in control of their future. Participation in the school production and the Elite Player Development programme clearly changes the lives of the students and give them a great sense of worth.

## **4. School accessibility for all pupils**

The school uses a range of practical strategies to ensure that PPG pupils are not disadvantaged by their parents/carers' inability to pay for equipment, uniform, trips, music lessons. This is done in a discreet way which enables PPG to be fully integrated without fear of stigma.

Discussion with Andy Jenkins (Assistant Headteacher) overseeing attendance outlined the systems in place to track attendance, support PPG with interventions ranging from the Behaviour for Learning coach working with the pupils, school attendance meeting with parents/carers, warning letter, penalty notice, to the use of Aquinas consultants who work with parents/carers. The school does not shy away from taking a hard line approach with parents/carers when required.

The school has introduced the positive approach with the students of rewarding their attendance by creating an 'Attendance League', giving out prizes via a draw in assembly for improved attendance and 95%+ achieved.

The excellent tracking system in place allows early response to attendance concerns and is proving effective in raising the attendance of PPG.

#### **5. Awareness and tracking**

As referred to under (1 & 4) the school has invested in highly effective tracking systems for monitoring, progress, behaviour and attendance. They ensure that at any one time staff, students and parents/carers can access the data and react as required. The students interviewed made the point of stressing how closely aware they are of their own progress. All staff use the system to monitor pupil progress. Heads of Year draw up individual action plans for PPG at risk of underperforming. This could be extended to recording evidence of discussion at departmental meetings and identified outcomes featuring in subject and year action plans in addition to pupils' individual action plans would supplement the efficacy of the processes in place.

#### **6. Raising awareness and improving administration of PPG strategies across the school**

Systems are in place and support is provided by the PPG administrator who provides the necessary data showing the intervention strategies applied to individual students as well as costs. The challenge is to ensure that all staff, whatever their role in the school take ownership of the part they will play in supporting PPG pupils.

### **AREAS FOR FURTHER DEVELOPMENT DISCUSSED IN CONCLUSION WITH MHE AND ADO**

1. Engaging parents/carers: we discussed how accessible the Pupil Premium Grant Statement on the website actually is, and whether a simple one page "summary for parents/carers" would be helpful to them. Contact is made with parents/carers of PPG pupils to inform them of intervention and opportunities provided to their sons/daughters/ wards however a list of potential strategies could remind parents/carers that they have the option to request support. It may also help develop relationships with those parents/carers who are hard to reach. How they can communicate could be more explicit indicating email address, phone number of form to complete.
2. Staff development: raising the awareness of all staff of their responsibilities as adults with regards to PPG needs to be a regular feature of staff induction and ongoing staff meetings and include procedures to be followed for suggesting interventions.

3. Whole school responsibility: whilst MHE has the overview of PPG, intervention strategies, staffing, analysis of progress and outcomes PPG needs to feature in all team agendas and be evidenced in minutes.
4. Governors: Interventions are part of their curriculum and staffing responsibilities. Progress should feature in the committee dealing with pupil progress and well-being. Spending should be reported to the finance committee. Sub-committee chairs should report back to the GB.
5. SDP: the school should consider including a specific reference to PPG within the SDP

This review showed evidence of some excellent work being led by MHE and ADO and there is clearly a strong basis for embedding practice to lead to consistently outstanding outcomes for PPG, increasingly narrowing the progress and achievement gaps.

I would like to place on record that I found my visit professionally and personally rewarding and hope this brief report goes some way to acknowledging the fact that Woodlands School is providing some outstanding, life changing opportunities for pupils in challenging circumstances.

Thank you to all the staff and pupils I met for making me feel so welcome.

Nicole Chapman