

What is Pupil Premium?

Pupil Premium funding is an additional grant given to schools for the specific purpose of raising attainment and achievement of pupils from low-income families who are eligible for free school meals, and also, children who have been looked after for a period of six months or more.

School Allocation

In the 2016 to 2017 financial year, Woolton High School had 41 pupils who were registered as eligible for free school meals at any point during the last 6 years

- The school received £935 for each eligible pupil.

In addition, any child who has been in the care of the local-authority for 1 day or more qualifies for £1,900 pupil premium funding. However, the funding for these pupils does not go directly to the child's school it goes to the **virtual school head (VSH)** in the local authority that looks after the child.

Pupil Premium Spending - Advice Given to Schools' by the VSH

Schools have been advised that Pupil Premium funding can be used for such items as; after school activities, private tuition, extra-curricular support, school trips, confidence/capacity building activities, equipment to support learning, or any item or service that supports the young person's education.

Although, schools are encouraged to consult with external agencies, where ever possible, the ultimate decision on how the funding is utilised is the responsibility of the headteacher; governing body and staff of the school.

However, schools are accountable for how the funding they receive is spent. On the 1st Sept 2012, The **School Information (England) (Amendment) Regulations** came into force and requires that the following information on Pupil Premium be published on a website by the governing body:

- The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year;
- Details of how it is intended that the allocation will be spent;
- Details of how the previous academic year's allocation was spent,
- The effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated.

Academic Year Sept 2016 – July 2017

Total number of pupils eligible for PPG	51	
Breakdown:		
Deprivation	41	£38,335.00
Liverpool LAC	9	£19,240.00
Knowsley LAC	1	£900.00
Total amount	51	£58,475.00
16/17 YR7CU		<u>£2,000.00</u>
		£60,475.00

How this allocation was spent.

Projects	Allocated Amount	How the allocation was spent	Target Group and attainment objectives.
Raising attainment in literacy and numeracy across the curriculum. 16/17 YR7 CU	£35,000.00 £2,000.00	1:1 tuition Additional staff for: Pupil Support department & The Engagement Centre library books & furniture	Pupils with poor literacy skills. additional teaching and learning support staff to monitor; track and review pupil progress over time. To enhanced progress in literacy and numeracy across the school.
To raise aspirations through mentoring; lifestyle skills, Counsellor. Alternative Education Provision and extra-curricular support .	£17,400.00	Alternative Educational Placement. Outdoor Education/ Forest School Pastoral support	Under achievers. Low self- esteem; Anger management to develop communication and social skills.
Improving behaviour and attendance through Camping; school excursions and outdoor education.	£1,600.00	Duke of Edinburgh camping trip. Termly excursions Outdoor education.	Underachievers. Persistent absentees. To improve pupil behaviour and increase/sustain attendance.
Points for Pounds Incentive reward payment scheme.	£3,512.00	Points equal pounds which will be paid into the pupils personal bank accounts.	Whole school rewards for: attendance; good behaviour, full uniform, observing school rules.

Individual equipment.	£963.00	Purchase of kindles/laptop	Purchase of a specific piece of ICT equipment to assist with achievement & attainment.
Total amount	£60,475.00		

Strategy for monitoring Pupil Premium expenditure; achievement and progress.

A tracking document has been created in the school information management system (SIMS) to give every pupil on roll an individual personal page. This document has made it possible to monitor pupil progress and achievement. It will also show itemised individual Pupil Premium expenditure.

Pupil Premium monitoring group met on a termly basis.

Pupil Premium Impact Analysis: 2016-2017

Mainstream secondary schools typically use end of Key Stage 4 measures, such as Progress 8 scores, to measure the impact of their Pupil Premium action plan. Such measures are often taken directly from RAISEonline, Ofsted Dashboard, NCER Nexus or the Department for Education Performance Tables. Whilst we do use such data packages they tend to be of somewhat limited value in a special school context such as ours, as acknowledged by Ofsted:

“Inspectors will recognise that published data for very small groups of children should be treated with caution. For example, it will not be possible to draw conclusions about trends in relation to very small groups. Equally, it will be misleading to compare national rates of progress and attainment with progress and attainment rates for very small groups that have high proportions of pupils with special educational needs arising from their low cognitive abilities.”

Ofsted School Inspection Handbook, August 2015. Paragraph 174.

This said it is essential that meaningful and rigorous impact analysis is carried out in order to evaluate the effectiveness of the interventions we have put in place and inform next year’s action plan. The data analysis summary given in this document provides what we think is the best solution to this dilemma.

Our Year 11 analysis uses a combination of qualifications (GCSE, BTEC, ELC etc) and our own in-school progress indicators.

Our analysis for Years 10-7 is based upon our assessment of progress achieved over course of the academic year.

Such data is of course a snapshot of pupil performance and is underpinned by a comprehensive bank of whole school assessment data and subject-based assessment regimes. Taking on board Ofsted's health warning about the reliability of data for small groups of students alongside this summary data we keep comprehensive portfolios of students' work, analyse attendance and behaviour data and keep narrative records of developments in students' wider skills/outcomes which are difficult to quantify and measured through EHCPs. In this way we are able to fully evaluate and evidence the impact of Pupil Premium funding on our students.

Table to show the number of pupils that were eligible for Pupil premium in the specified year and what proportion of those pupils made expected progress or better and the % of Year 11 pupils that left with a qualification in English and Maths

Year Group 2016-2017		The % that made expected progress or better in English	The % that made expected progress or better in Maths	The % of Yr 11 that left with a qualification in English and Maths
Total Number	51			
FSM	41	74%	75%	85%
LAC	10	70%	70%	100%