



Pupil Premium

The Background

The Pupil Premium was introduced in April 2011 and is paid to schools based on the number of children registered for Free School Meals at the January census.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools and it's governors to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Schools are free to spend the Pupil Premium as they see fit. However we are held accountable for how we have used the additional funding to support pupils and need to evidence the progress and achievements that have been made. From September 2012 we are required to publish on-line information about how we have used the Premium. This will ensure that parents and other are made fully aware of the attainment of pupils covered by the Premium.

Actual Funding

- Pupil Premium is allocated to children from low-income families who are currently known to eligible for FSM in both mainstream and non-mainstream settings.
- Pupil Premium is also allocated to children who have been looked after continuously for more than six months.
- In 2012-13 the Pupil Premium was extended to pupils who have been eligible for Free School Meals at any point in the last six years. These are described as 'Ever 6'
- The level of the Pupil Premium in 2014 – 15 was £1323 for pupils in year groups R to 6
- Children adopted from care under the Adoption and Children Act 2002 £1900

- Service Children receive a Pupil Premium of £300 – Supporting children with parents in the regular armed forces.
- Looked After Children receive £1900

FUNDING AT WOODROW FIRST SCHOOL AND NURSERY

In the financial year April 2014 - March 2015 we received total funding of £188,536 which was for 141 FSM & Ever 6 pupils & adopted pupils. In the financial year April 2015- March 2016 we estimate that we will receive £160,880 which is for 191 FSM & Ever 6 pupils & adopted pupils.

During academic year September 2014 to August 2015 we spent our pupil premium funds as follows:

PUPIL PREMIUM ACTUAL SPENDING ACADEMIC YEAR

SEPTEMBER 2014 – AUGUST 2015

Funding for 2014/15 £188,536

Funding for 2015/16 £160,880

Supplies & Services

- KO Sport - **£5170** (lunchtime clubs £4725 and Family Fit £445)
- MOE Training - **£5195**
- Malvern 2015 shortfall **£3519**
- Educational visit hardship fund - **£3151**
- Guitar lessons -**£2352**
- Music Tuition (wym)/instrument hire (wym) - **£2055 (Autumn 14 & Spring 15)**
- Uniform vouchers reception 2014 & 2015 - **£1205**
- Educational Psychology Service (60%) - **£2700 (Autumn Term 3 hrs per week)**
- Educational Psychology Service (60%) - **£5400 (Spring Term 6 hrs per week)**
- Educational Psychology Service (50%) - **£14772 (April 15 – Mch 16)**
- Ipad trolley - **£405**
- CTouch screens x 2 for Year 4 Classrooms- **£6585**
- Turnabout Education Subscription & Training - **£467**
- Musical Instruments (ocarinas) - **£90**
- Art Eco Day - **£45**
- Cardiff Trip (Year 1-4) - **£4487**
- Seaside Day (Foundation Stage) - **£981**
- Educational Equipment - **£958**

TOTAL - £59537

Staffing

- Music teacher - **£4620**
- Ukele after school club - **£325**
- Breakfast club - **£5500**
- Reading Support (MB& BC) – 7.5 hours x 2 per week = **£8961**

Issue date: September 2015

- 1 x 0.2 QTS SPC6 (NH) (Buddying etc) - **£6373**
 - 1 supply day per week (Buddying etc) – £179 x 38 = **£6802**
 - 1 X TA (AG) (EAL) - **£8632**
 - EAL – Nursery Support (2 hrs per week Summer Term 15) - **£256**
 - Nature Group (staffing costs less funding) - **£4025**
 - Additional Midday supervisor - **£2142**
 - Swimming Support x 2 (14 hours per week) - **£8150**
 - Family Support Worker (50% contribution to salary Sept 14 – Mch 15) - **£8365**
 - Family Learning - **£1000**
 - Supply cover for PPG activities - **£494**
- TOTAL £65,645**

We believe that the impact on our pupils is as follows:

Aim	Action	Impact	Evaluation	Next Step
Ensure all year 4 have opportunity to participate in a residential trip.	Malvern support payment and trips	Benefits confidence, engagement, social skills and responsibility. Offers children unique experiences.	The vast majority of disadvantaged children took part in the trip, which would have been unaffordable otherwise. 53% of the 43 children taking part in the residential trip were disadvantaged. 21 children were PP and 2 LAC.	Continue to organise and financially support Malvern 2016 residential trip.
Ensure links are developed between high aspirations and achieving ambitions.	Trip to the University of Birmingham (Science based) for Year 4	Gap between aspiration and expectation narrowed through first uni...experience. Children's awareness and enthusiasm for further education was increased. Scientific knowledge and interest was furthered.	PP allowed the coach travel to be funded and ensured the opportunity was experienced by all.	Continue University trips if possible. Organise an arts festival to showcase art, music and dance.
Give children a culturally significant and unique opportunity through a memorable experience.	Whole school trip to Cardiff	Cultural awareness was raised. A unique and memorable experience was had that might not otherwise be available.	PP funding made the project accessible to all and provided support for the whole of the disadvantaged community. Positive parent feedback. Facebook: 'Thanks to Woodrow it gave my child the chance to experience something we could never afford'.	Trip to become a bi-annual occurrence with curriculum value.
Use ICT to support and extend learning. Expose children to a wide range of technology in preparation for the future.	Ipad trolley to improve accessibility. Two new touch screens.	Improving confidence and understanding of Esaftey through practical application. Access learning in innovative ways. Improve ICT skills.	ICT is embedded in all areas of the curriculum- demonstrated in children's work.	ICT showcase and share day. Purchase iPads to further enhance teaching and learning. Educating parents through Esaftey training.
Ensure high quality	Mantle training	Creates constant	Ofsted: 'Pupils develop	Further Mantle training.

social, emotional and collaborative learning through Mantle teaching.		opportunities for social and emotional learning and collaborative learning. Raised achievement.	their spiritual, moral, social and cultural understanding extremely well through their well-planned lessons'. See 2015 data on achievement.	
Provide a nourishing start to the day. Target vulnerable children.	PP is used to fund staffing in Breakfast Club.	Prepares children to access the curriculum. Improves attendance and lateness Provides nourishment for vulnerable children Encourages social skills and basic manners.	A continued trend of higher attendance and reduced lateness. All LAC attend Breakfast Club. 37% (19/52) children attending breakfast club are disadvantaged.	Continued funding to enhance the activities and support available to develop further links to the curriculum.
Meet specific needs of children. Cater for complex emotional needs in YR.	Special needs TAs ensuring disadvantaged children in the classroom can access the curriculum.	Prepares children to access the curriculum. Raised attainment.	End of KS1 PP upward trend in achievement in overall points score: 2011: 12.0 2012: 13.0 2013: 14.3 2014: 14.1 Y1 phonics test data.	Turnabout training to improve memory recall.
Focus on best practice to support and access pupil premium children.	Afl time and T/TA lesson studies.	Evaluate impact of learning and provision	Buddying and shared practise reports (Dropbox)	Focused buddying on specific requested areas.
Take good practice from other schools. Work collaboratively with other schools.	Good practice visits to other schools.	Share good practice and discuss what other colleagues are doing.	Year 2 moderation outcome 'exemplary'. Study days feedback forms.	Continue to work collaboratively with other schools and agencies. Plan termly visits.
Ensure attendance is high. Support vulnerable children in and out of school and for transition.	Family Support Worker	Engaging and supporting the community and targeted family groups, providing continuity.	Staff referrals to Family Support Worker. Improvement in attendance and ability to access learning (Examples include SC, CW)	Continued support and referrals.
Offer children opportunities to learn musical instruments.	Music tuition, music lessons subsidised.	Creating opportunities and nurturing natural talents.	PP children may not otherwise be able to afford these opportunities.	Create further opportunities e.g pop choir.
Provide specialist provision for children not accessing the curriculum at an appropriate level due to their social and emotional needs.	Nurture Group	Children are better prepared socially to access the curriculum so that they can return to class successfully.	Data on NG. Boxall profile	Look at boxhall profile and the progress children make coming out of nurture, including how they access learning.
Give children a unique opportunity and memorable experience.	Seaside Experience Day	Offering all children in foundation stage a social experience to enhance their understanding of the world we live in through a 'life at the	Unique activities funded by PP that otherwise may not have been available to the children.	

		seaside in the classroom environment'.		
Provide greater access to the curriculum for EAL children.	Specific Polish language TA	EAL	Data on progress made by EAL	
Reception/Nursery/ Family learning	Family learning sessions with parents	Creating a partnership to build and develop parents' knowledge of their child's learning and share activities that can be used at home to support this. Support parents with challenges and work together to develop strategies to overcome these. A safe place for parents to share their thoughts. Time for parents to learn and then time to explore what they have learnt with their children.	More positive relationships between parent and child. Parents from larger families were able to share some quality time 1:1 with their child in Nursery or Reception. Parents were taught the activity first, the try it out in school with their child. Parents were so engaged and eager that they requested for the 2 hour sessions to be longer.	To continue to provide family learning opportunities to our parents and our families.
Worcester choir Big Sing Event	Organise transport to take the children to the event.	Children were able to attend a singing event that otherwise they wouldn't have been able to.	Children who would usually not be able to participate were able to.	Continue to seek other opportunities for children to be involved with events outside of school.
Swimming support and KO sports.	Access to sports and sports clubs.	Disadvantaged children are able to access a range of sports and after school clubs.	Research conducted by Newman University showed Woodrow children are more active than others of the same age.	Continue to provide opportunities for children to access a range of sports and sports clubs.
Education psychologist.	To employ and educational psychologist.	Continue to have a EP onsite once a week to support children with challenging needs.	Children's needs are supported and better understood.	Speech and language

Looked After Children

Local Authorities are responsible for looked after children in care and make payments to schools and academies where an eligible looked after child is on roll. The funding is used to benefit the educational needs of individual pupils as agreed with other support agencies.

Free School Meals

If you believe that your child is eligible for Free School Meals and would therefore benefit from this stream of government funding please contact the School Office for further information.