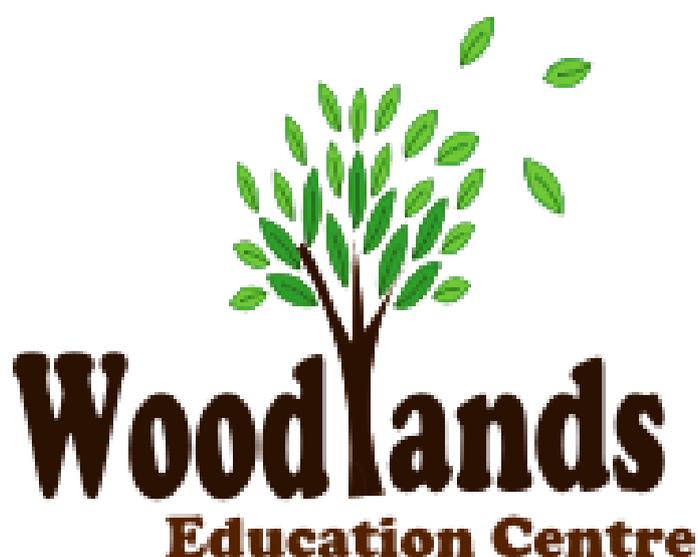


# PUPIL PREMIUM STATEMENT



*Current document may be accessed under the policies tab at:  
[www.woodlandsec.org.uk](http://www.woodlandsec.org.uk)*

## Document Control

<b>Start Date:</b>	Sept 18
<b>Reviewed by:</b>	Headteacher and Link Governor
<b>Approved by</b>	Management Committee (Sept 18)
<b>Review Date:</b>	Sept 19

## Pupil Premium Statement

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The following table shows the full amount and breakdown of the funding received by Woodlands Education Centre for students attracting the pupil premium. Woodlands Education Centre is individually tracking interventions for any student who attracts pupil premium, free school meals, service child allowance and looked after child allowance.

### PP funding 2017-18

	Number of students	Funding received
PP students	62 (68%)	£35,886
Service children	0	NA
Looked after pupils	3	£1,940
<b>Total</b>		<b>£37,826</b>

Interventions for students attracting this funding are variable and might typically consist of any of the following:

- 1:1 tuition intervention in English to support improved progress or outcome.
- 1:1 tuition intervention in Maths to support improved progress or outcome.
- ELSA support to provide students with emotional literacy and social skills.
- Support for extracurricular activities, trips or equipment for subjects such as food and CDT.
- Providing uniform.
- Giving students opportunities to work with outside agencies, such as motiv8.
- Transport to school.

The following table shows the financial allocation to each of these areas.

PP used for	Amount allocated
ELSA Teacher	6 sessions per week @ £10= 234 sessions = <b>£2,340</b>
Providing uniform	78 students @ £10 for jumper = <b>£780</b> Extra uniform as required = <b>£240</b>
1:1 teaching	28hrs @ £20ph = <b>£560</b>
Motiv8 places	9 students @ £1067 x 2 terms = <b>£19,206</b>
Motiv8 1:1 mentoring	2 students @ £767 = <b>£1,534</b>
Music Fusion	5 students @ £450 = <b>£2,250</b>
Oarsome Chance	3 students @ £2,700 = <b>£8,100</b>
Transport to school	<b>£4000</b>
<b>Total</b>	<b>£39,404</b>

The school collects progress data for all students three times per year and ensures that interventions for any student failing to make expected progress are both discussed, implemented, tracked and then evaluated prior to the next data collection.

## Headlines 2017-18 - Impact

Since the start of the academic year Pupil Premium students were less likely to be subject to a fixed period exclusion (FPE).

**64.5%** of Pupil Premium students received at least one FPE compared to **70.3%** of non-Pupil Premium students.

Attendance of Pupil Premium students is now better than the school average. In 2017-18, Pupil Premium attendance was **4%** higher than whole school attendance.

### Exam Results

Subject	% of Pupil Premium students achieving a qualification	% of Non-Pupil Premium students achieving a qualification
<b>Maths</b>	61.5%	55.5%
<b>English</b>	69.2%	75%
<b>Maths &amp; English</b>	54%	50%
<b>Double Science</b>	100%	100%
<b>No qualifications</b>	23%	0%
<b>Achieving 4 GCSEs</b>	54%	15%

Table below identifies how individual interventions have made a positive impact to individual students.

Student	Intervention	Impact
Student A	Oarsome Chance; provided one day per week @ £90 per day over the school year to this year 10 student. Prior to the intervention the student had very low attendance, aggressive behaviours and nil aspirations for a career beyond school.	The intervention gave the pupil purpose, recognised their kinaesthetic learning style and attendance at Oarsome Chance has been 100%. Oarsome Chance have reported positively that the student's attitude to learning is always as desired and they are considering him as a potential candidate to apply for a full intermediate apprenticeship at the end of year 11.
Student B	Music Fusion provided the opportunity to engage in learning by following a passion for music. Attendance prior to the intervention was 38% and behaviour incidents were a regular feature of student review meetings.	The intervention saw the student engage in learning and demonstrate improved behaviours. Their attendance improved to 83% and behaviour records saw a marked improvement.
Student C	Transport to school meant that this student could access learning. The family	The transport ensured that the student could attend a regular timetable and eventually sit

	income could not support a basic budget for transport and local authority policy did not recognise the need (not a PEX or EV/Medically unwell student.	GCSEs, achieving 4 GCSEs including English and Science.
Student D	This student suffered such anxiety they could not attend school during the timetabled day. The PP intervention saw a 1:1 tutor being allocated for 1 hour per day after school to focus on English and Maths development	The student sat GCSEs in an individual setting, invigilated by an external resource and achieved GCSE English and GCSE Maths
Students E, F, G, H	Having the correct uniform helps students to feel part of the school, it promotes unity and removes barriers to learning. If a student attends school without the correct uniform it can lead to unauthorised absence and ultimately fixed period exclusions.	Our catchment is recognised as being one of significant deprivation. There are large families and little or no income available for the essentials for living let alone uniform. By providing uniform we managed to drive whole school attendance from 54% to 70% during 2017-18
Student I, J, K , L	Some students at Woodlands are emotionally stretched; trying to deal with pressures of home situations and battling with themselves to get it right at school. In some cases the students are going through assessment processes to secure an EHCP and the introduction of an ELSA practitioner has helped them to manage daily situations where their coping mechanisms are tested.	The ELSA practitioner holds 1:1 meetings throughout the week and students can request to meet with her. The impact has seen students being able to identify coping strategies that work for them and enable them to attend regularly. The ELSA intervention also supported the SENCO to identify more suitable provision for 2 students (now at SEMH Special Schools).

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