



## **Pupil Premium Grant Allocation Planned Spending 2016-2017**

### **Context**

Woodsetton is a one form entry primary special school which provides education for children with moderate learning difficulties (MLD), speech, language and communication disorders and some physical/medical needs. All pupils attending Woodsetton have an Education, Health and Care Plan or Statement of Special Educational Needs. Dudley SEN Team are responsible for placing pupils at Woodsetton. Pupils come from a large, diverse catchment area and a number of pupils are from outside Dudley LA. The school's PAN is 103 but we currently have 104 pupils on roll. Classes fluctuate in size across the school with the smallest class being 12 and the largest class being 18. We have significantly more boys than girls (77 boys, 26 girls as at March 2016) but there are at least two girls in each class across the school. PPF for DPP is currently 32% of the school population whilst there are 8% LAC pupils (some out of borough) and one AFC pupil.

### **Pupil Premium Funding**

Pupil Premium is an allocation of funding to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the Local Authority and the children of armed services personnel. The purpose of the Pupil Premium is to help schools to provide targeted support for vulnerable children - not necessarily just children who qualify for FSM.

The funding is a fixed amount of money given to school on a 'per pupil basis' using the number registered for free school meals over a rolling six year period. The Government believes that Pupil Premium Funding, which is additional to main school funding, is the best way to address current underlying inequalities between children eligible for Free School Meals and their peers. It aims to improve outcomes for disadvantaged learners and to narrow the attainment gap between them and their peers.

DfE states that schools are 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. Consequently, funding is therefore given to schools to spend as they think best.

Within school, pupils receiving pupil premium funding have their progress and attainment tracked and monitored to ensure they achieve their full potential and the impact of the funding is reported on. As part of the process, the attendance of eligible pupils is monitored also and correlated with progress and attainment.

The headteacher oversees the organisation of all additional provision, working closely with the senior leadership team, to track the progress of pupil premium children and evaluate the impact of all provision. Progress is reported to Governors termly and there is a governor responsible for pupil premium children who monitors the provision and its impact.

In the financial year of 2016/17, the Pupil Premium Funding (DPP) is expected to be £43,560 as we had 33 eligible "Pupil Premium" (DPP) pupils (April 2016).

Each year we plan our spending carefully to ensure that it is used to good effect. This involves making informed decisions to ensure that:

- Spending is linked to closing the attainment and attendance gap;
- Spending is used effectively to increase rates of progress;
- Spending links to the needs of all pupils not just those who are at risk of falling behind;
- Spending supports the individual needs of pupils;
- There is good quality teaching on a day to day basis;
- Attendance and punctuality is given a high priority and is effectively monitored.

Main barriers to educational achievement faced by our eligible pupils are their SEN difficulties, limited speech and language, difficulties with communicating, basic English skills which in turn impact upon



reading and writing, difficulties with applying concrete concepts to those that are abstract and the ability to infer and deduce from pictures/texts etc.

**Funding for 2016-2017**

The money school received for the academic year 2016/2017 is to be used for the following purposes:

- Contribution towards additional musical lessons including choir, violin and ukuleles
- Contribution towards SALT – Additional groups
- SALT – Additional TA support for SALT high priority groups
- Direct family support
- Joint Special Schools Social Worker
- Contribution towards additional TAs to provide additional support for reading
- Contribution towards additional TAs to provide targeted input for pupils requiring additional interventions
- Contribution towards additional TAs to provide specific interventions in HT5/6 to assist in pupil progress in core skills
- Sensory equipment

Spending in relation to outcomes is reviewed on a termly basis and adjusted as appropriate. Final analysis is conducted at the end of the academic year.

Impact of the funding will be measured in a range of ways including progress rates in English and maths, pupil/parent questionnaires in relation to confidence, self esteem etc

The planned strategy review date is July 2017.