



**Pupil Premium Overview – 2016/17**

**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. Consequently 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 106 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 (78 boys, 28 girls as at June 2017) but there are at least three girls in each class across the school. PPF for DPP during 2016 – 17 (Years 1- 6) was 30% of the school population whilst there were 8% LAC pupils (some out of county) 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.

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.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. Through targeted interventions we aim to eliminate barriers to learning and progress. For our children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach their best potential as they move through the school.

In the academic year of 2016/17, Woodsetton School received £45,460 for Pupil Premium Grant Funding (DPP).

**Pupil Premium Grant funding expenditure:**

Item	Amount	Outcome/impact
Contribution towards additional musical lessons including choir, violin and ukuleles	£1,585	All pupils have gained in confidence and have improved attitudes to learning.
Contribution towards SALT – Additional groups	£5,000	Improved attainment in Sp&L, all pupils made at least expected progress
Contribution towards SALT – Additional TA support for SALT high priority groups	£5000	
Direct family support	£13,700	Ongoing family support is being provided to help children and families with a range of individual concerns/ difficulties/situations. Attendance and behaviour is closely monitored and showing improvement.
Joint Special Schools Social Worker (until March 2017)	£1,500	



## Woodsetton School

Contribution towards additional TAs to provide additional support for reading	£2,760	Improved attainment and confidence in reading, all except one pupil achieved expected or better progress than expected
Contribution towards additional TAs to provide targeted input for pupils requiring additional interventions	£11,210	Improved attainment and confidence in basic English and maths skills, almost all pupils made at least expected progress in all areas of English and maths.
Contribution towards additional TAs to provide specific interventions in HT5/6 to assist in pupil progress in core skills	£1,500	
Sensory equipment	£2,849	Behaviour issues are minimal and sensory equipment is used well to de-escalate any possible situations, calm individual pupils and enable them to quickly return to class/their learning.
Contribution towards specific resources for individual pupils to promote self esteem / improve learning	£356	Pupils are happy and rates of learning are expected or better for almost all pupils
<b>Total</b>	<b>£45,460</b>	

The main curriculum focus of Pupil Premium Grant spending has been to support English and Maths including speaking and listening however small amounts of money have also been used to support foundation subjects such as music in order to enhance these opportunities within school and promote self-esteem and confidence building.

Funding has also been used to support families through direct family input and the availability of working with our Special School Social Worker and / or teaching assistants in school.

All pupils in receipt of pupil premium funding have made progress similar to all other pupils, due to targeted support and focused intervention work. The school has carried out detailed analysis across all year groups to support this analysis.