

Woolgrove School Pupil Premium Report for 2015-2016



How the pupil premium allocation was spent for 2015/16:

Total number of pupils on roll	123
Total number of pupils eligible for PPG	25
Total amount of PPG received	£55,440

	<u>Cost per annum</u>
Full Time SpLD, BEMA & Social Communication (through drama), support teacher	£28,994 (an increase of £13,314 on previous year)
Play Therapist – one ½ day per week Music Therapist – one ½ day per week	£3,420 £4,175
Provision of additional Teaching Assistants to all classes to provide additional pupil support and to allow the release of staff to offer therapies such as Sensory Diet/Proprioceptor exercises, Rebound Therapy, Lego Therapy, Picture Exchange Communication and Intensive Interaction.	£16,736 (based on 4 days a week of release for TAs to assist with a variety of therapies)
Specific teaching assistant trained in autism, speech & language difficulties and in the use of iPads employed to support FSM pupils in developing key skills in maths and English using iPads.	£14,915 (reduction from previous year to one TA)
TalkTools Assessments and equipment	£1122 (an increase of £377 from previous year)
Total	£69,362

- **The impact of that expenditure on eligible and other pupils**

Therapy - Over time some pupils' self-esteem was enhanced and, as a result, they were more willing to engage in their learning. Close communication between the therapists and staff ensured greater collaboration between professionals. The impact resulted in a more effective personalised support approach (*TAF notes, PEP targets, Parents Consultations, Therapy referrals and records*).

Progress of disadvantaged pupils 2015-2016					
		English		English Non FSM)	
Attainment	Progress	Speaking, Listening, Reading and Writing- sub levels	Percentage	Speaking, Listening, Reading and Writing- sub levels	Percentage
Outstanding	(2 sub levels)	19	52%	27	56%
Good	(1 sub level)	8	22%	15	31%
No Progress	(0 sub levels)	9	25%	6	12%
		English CLA		English Non CLA	
Attainment	Progress	Speaking, Listening, Reading and Writing- sub levels	Percentage	Speaking, Listening, Reading and Writing- sub levels	Percentage
Outstanding	(2 sub levels)	8	100%	31	54%
Good	(1 sub level)	0	0%	18	31%
No Progress	(0 sub levels)	0	0%	8	14%

		English Ever 6		English Non Ever 6	
Attainment	Progress	Speaking, Listening, Reading and Writing- sub levels	Percentage	Speaking, Listening, Reading and Writing- sub levels	Percentage
Outstanding	(2 sub levels)	13	65%	30	54%
Good	(1 sub level)	5	25%	17	30%
No Progress	(0 sub levels)	2	10%	8	15%
		Maths FSM		Maths non FSM	
Attainment	Progress	Understanding and Applying, Number and Shape Space and Measure- sub levels	Percentage	Understanding and Applying, Number and Shape Space and Measure- sub levels	Percentage
Outstanding	(2 sub levels)	4	20%	26	60%
Good	(1 sub level)	10	50%	12	27%
No Progress	(0 sub levels)	6	30%	6	13%

		Maths CLA		Maths non CLA	
Attainment	Progress	Understanding and Applying, Number and Shape Space and Measure- sub levels	Percentage	Understanding and Applying, Number and Shape Space and Measure- sub levels	Percentage
Outstanding	(2 sub levels)	1	33%	29	55%
Good	(1 sub level)	2	66%	16	30%
No Progress	(0 sub levels)	0	0%	7	13%
		Maths Ever 6		Maths non Ever 6	
Attainment	Progress	Understanding and Applying, Number and Shape Space and Measure- sub levels	Percentage	Understanding and Applying, Number and Shape Space and Measure- sub levels	Percentage
Outstanding	(2 sub levels)	4	20%	27	56%
Good	(1 sub level)	10	50%	14	29%
No Progress	(0 sub levels)	6	30%	7	14%

WHOLE SCHOOL		English	Maths
Attainment	Progress	Understanding and Applying, Number and Shape Space and Measure	Understanding and Applying, Number and Shape Space and Measure
		Percentage	Percentage
Outstanding	(2 sub levels)	53%	42%
Good	(1 sub level)	46%	57%
<p>The SpLD Specialist has detailed records of progress over time linked to data analysis. Rebound, Lego and Sensory Circuit records are kept that indicate progress.</p>			
<p>Pupils are provided with therapeutic methods to address oral-motor aspects of speech, sensory and feeding deficits. They have been supported through Talk Tools. Assessments showed that most pupils had made progress in their oral-motor skills. See Talk Tool records.</p>			