

# Wyre Forest School

## Pupil Premium 2015/16

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<b>Pupil Premium Grant Plan 2015/16</b>	
Total Number of Pupils on Roll	232
Total Number of Pupils eligible for PPG	100 (20 CLA)
Total amount of PPG estimated to receive	£125,890

<b>Objectives of Spending Pupil Premium Grant</b>
<ul style="list-style-type: none"><li>• To engage parents in order to support their child's learning</li><li>• To support parents in order to support their child's learning</li><li>• To support the mental health of learners in order to support them to access the curriculum and make at least good progress</li></ul>

## Record of Pupil Premium Grant Spending by item/project in 2015/16

Item/project	Cost	Objectives
<p><b><u>THRIVE</u></b></p> <p>➤ <b><u>To appoint staff in order to run the THRIVE approach</u></b>  <a href="https://www.thriveapproach.co.uk/">https://www.thriveapproach.co.uk/</a></p> <ul style="list-style-type: none"> <li>• To support pupils to engage with learning so they become self-assured and ready to engage with life and learning.</li> <li>• To develop a 3 tier approach (THRIVE classroom, THRIVE intervention and whole school THRIVE ethos).</li> </ul>	<p>Teacher = £42,411</p> <p>Grade 3 TA = £22,756</p> <p>Grade 3 TA = £22,756</p> <p><b>£81,585</b></p>	<ol style="list-style-type: none"> <li>1. Number of positive handling reduced by 50%</li> <li>2. Number of exclusions reduced by 50%</li> <li>3. THRIVE assessment shows good progress</li> <li>4. Progress in core subjects shows at least MQ</li> </ol>
<p><b><u>Family Support Worker</u></b></p> <p>➤ <b><u>To appoint a Family Support Worker (Support Scale 6)</u></b></p> <ul style="list-style-type: none"> <li>• To support families with attendance issues</li> <li>• To organise and/run parent workshops (Eg: SEND specific and Triple P)</li> <li>• To run family drop in sessions - coffee mornings, with nurse, with physio etc</li> <li>• To home visit families in a supportive role</li> </ul>	<p><b>£23,812</b></p>	<ol style="list-style-type: none"> <li>1. Pupils who are persistently absent improve their attendance to at least 90%</li> <li>2. Pupils who have been previously PA progress has improved</li> <li>3. School attendance to be at least 93%</li> <li>4. Parent questionnaires demonstrate they feel supported by school</li> <li>5. Number of positive handling reduced by 50%</li> <li>6. Number of exclusions reduced by 50%</li> </ol>

<p><b><u>Enrichment activities to support communication, reading &amp; writing</u></b></p> <ul style="list-style-type: none"> <li>• Purchase of appropriate resources following pupil progress meetings</li> <li>• Relevant offsite visits to support learning</li> <li>• Use of appropriate programmes and interventions following data analysis</li> </ul>	<p><b>£5,155</b></p>	<ol style="list-style-type: none"> <li>1. Progress is at least good for pupil premium pupils.</li> <li>2. Number of positive handling reduced by 50%</li> <li>3. Number of exclusions reduced by 50%</li> </ol>
<p><b><u>Exams and Career Advice</u></b></p> <ul style="list-style-type: none"> <li>➤ <b><u>To pay a Service Level Agreement for 2.5 days for an expert exams and career advice officer</u></b></li> <li>• To support school and families in providing the right interventions and exams in order to choose the appropriate next steps at the end of Key Stage 4</li> </ul>	<p><b>£9,000</b></p>	<ol style="list-style-type: none"> <li>1. 100% of pupils go onto an appropriate setting for the next stage in their learning at the end of Key Stage 4</li> <li>2. Parent questionnaires show that they feel supported during this transition process</li> </ol>

# Wyre Forest School

## Pupil Premium Impact 2015/16

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### 1. Number of positive handling reduced by 50%

Total positive handling incidents 2014-2015 - 657

Total positive handling incidents 2015-2016 ( not including week 38) - 448. This is reducing week by week

Although the figures not been reduced by 50% the reduction of 209 is a very positive picture and the fact that during the academic year it has been on a downwards trajectory has shown that the work around THRIVE is working and needs to be continued.

It is also important to note that pupil numbers have risen quite substantially from 195 in July 2015 to 145 to July 2016.

### 2. Number of exclusions reduced by 50%

Exclusions

2014-2015 no of half days 100 (50 whole days)

2014-2015 no of pupils 18

2015-2016 no of half days 26 (13 whole days)

2015-2016 no of pupils 11

This is a reduction of 74% and has been extremely positive for all concerned.

### Behaviour

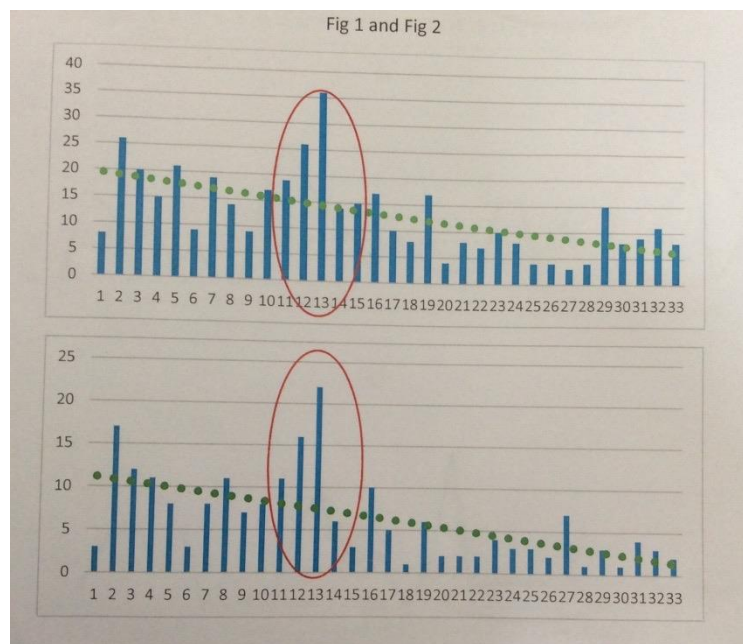
Fixed Term Exclusions as a % of the pupil group.		% pupils with 1 or more fixed term exclusions		% pupils with more than 1 fixed term exclusion		Permanent exclusions as a % of the pupil group	
School	National <i>Special Schools</i>	School	National <i>Special Schools</i>	School	National <i>Special Schools</i>	School	National <i>Special Schools</i>
5.2	13.86	3.63	5.51	0.81	2.98	0	0.07

The Bound Book for positive handling was scrutinised by a Governor 10<sup>th</sup> June 2016. All positive handling is recorded in the bound book. In addition we are pleased to highlight that the number of positive handling incidents is REDUCING over the year demonstrating the impact of the focus on developing the culture of THRIVE within the school. The following graphs demonstrate this trend.

Fig 1 – Demonstrates the week by week total of positive handling incidents including the THRIVE classroom pupils

Fig 2 - Demonstrates the week by week reduction in positive handling incidents with the THRIVE classroom removed from the data

The red circles highlight the period around Christmas where pupil anxiety is raised significantly.



Behaviour							
	Summer 2 2015	Autumn 1 2015	Autumn 2 2015	Spring 1 2016	Spring 2 2016	Summer 1 2016	Summer 2 2016
<b>No of pupils</b>	195	232	237	248	248	248	
<b>Neg beh Whole school total</b>	<b>212</b>	<b>136</b>	<b>213</b>	<b>148</b>	107	157	
<b>Neg beh Middle and upper</b>		71	68	72	74	117	
<b>Neg beh eyfs and lower</b>		65	37	28	9	14	

<b>Neg beh THRIVE</b>		0	108	48	24	36	
<b>Bullying</b>	4	1	8	10	2	6	
<b>Racism</b>	0	0	0	0	1	0	
<b>Homophobic</b>	0	0	0	0	0	0	
<b>Sexualised</b>	6	5	4	3	3	3	
<b>No of Exclusions (External)</b>	8	2	2	3	3	2	
<b>No of pupils excluded</b>	7	2	2	3	3	2	
<b>No of Accrued HALF days of exclusion (External)</b>	33	4	2	1.5	4.5	4	
<b>Exclusions (Internal) No of pupils</b>	4	1	0	1	2	3	
<b>No of pupils excluded</b>	3	1	0	1	2	3	
<b>No of Accrued HALF days of exclusion (Internal)</b>	11	2	0	2	4	6	
<b>Whole school total PPI</b>	132	117	135	71	37	58	
<b>No of PPI for THRIVE only</b>	0	0	61	38	25	33	

### 3. THRIVE assessments shows good progress

Although the progress of the pupils in the THRIVE classroom was not consistently good the amount of positive handling and time in holds has reduced considerably meaning that pupils are now ready for learning.

## 4. Progress in core subjects shows at least MQ

There has been a huge amount of work completed on improving the quality of T&L and the curriculum in order to ensure good/outstanding progress. Marking & feedback has improved and the use of OLR's (Observation Learning Records) has supporting learning.

## 5. Pupils who are persistently absent (PA) improve their attendance to at least 90%

Groups		% Made UQ progress as per WS P Steps	Summary Statement & key learning points
		54	Pupil premium pupils are out performing non-pupil premium pupils in writing and number.
		56	
		71	
		63	
		53	
		52	
		59	
		51	

Persistent Absenteeism (PA) has improved year on year (although significant school virus in term 3 impacted on this year's data)

NB – data is taken at the end of Half Term 4 (HT4) (end of financial year)

Out of 59 pupils who are PA during the year this reduces to 37 in term 4 and the number who are Pupil Premium reduces from 27 to 17

### WHOLE SCHOOL

#### Half Term 4 (HT 4)

**2011-2012**

13.2

**2012-2013**

13.4

**2013-2014**

9.7

**2014-2015**

5.6

**2015-2016**

8

**YEARS 1-11****HT4****2011-2012**

13.9

**2012-2013**

14.3

**2013-2014**

8.7

**2014-2015**

5.6

**2015-2016**

6.6

41% of Persistently A best (PA) pupils are Pupil Premium (PP), 5% are Looked After Children (LAC), across the year (24 out of 59 + 3 LAC)

38 % in Half Term 4 are PP, 8% are LAC (14 PP out of 37 + 3 LAC)

## 6. School attendance to be at least 93%

With medical included in the absence in Years 1-11 currently at 92.8%

With medical included in the absence in whole school is currently at 91.9%

### Attendance – Pupils

Attendance										
	National average for maintained & non-maintained special schools	Summer 2 2015	Autumn 1 2015	Autumn 2 2015	Spring 1 2016	Spring 2 2016	Summer 1 2016	Summer 1 2016 (without medical)	Summer 2 2016	Summer 2 2016 (without medical)
%		92.5	92.6	92.6	91.8	91.7	91.9	94.7		
% Authorised	90.6	6.2	6.2	5.9	6.5	6.5	6.2	5.1		
% Unauthorised absence		1.4	1.2	1.5	1.7	1.8	1.8	1.8		
% Late		1	2.3	2.1	2.1	2	1.9	1.9		



% Persistent Absence	15.4	9.7	1.3	3.4	8.1	11.2	13.7	n/a		
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**Commentary**

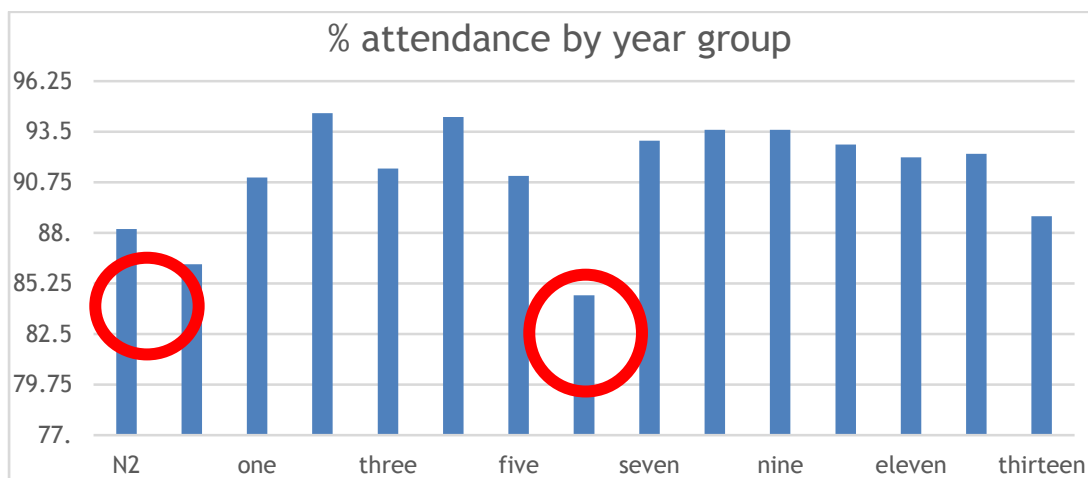
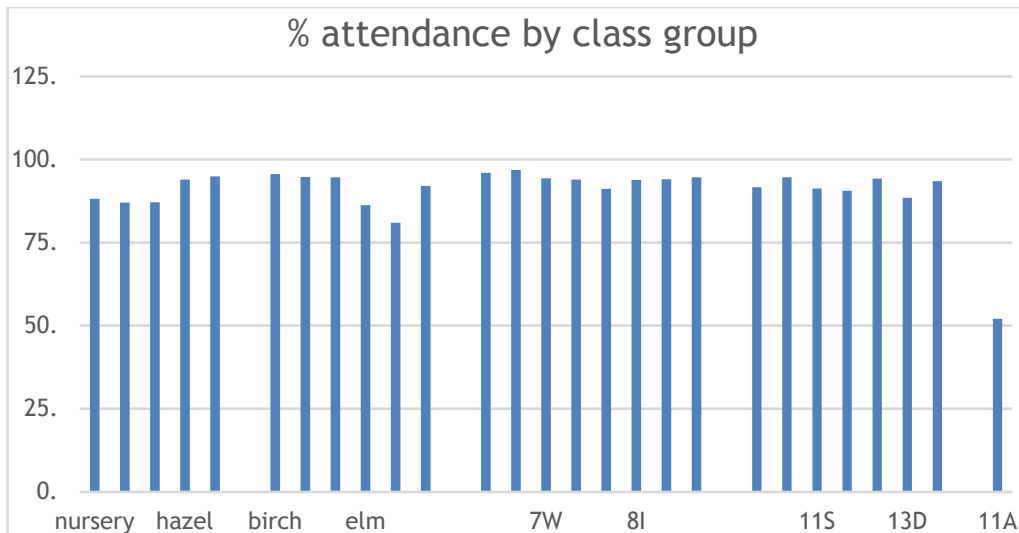
Target is 93% so work needs to be carried out to ensure this target is met 2015/16

\* Attendance calculated for whole school year to date

\* PA at 10% since September 2015, 15% for Summer 2 2015

2 pupils that we have had to admit from Shropshire both have 0% attendance which is having dramatic impact on our figures. The LA are aware of this and we are now at a stage where parents will be requested to attend court.

Attendance sub groups (total pupils = 248)	
Pupil premium (85 pupils)	Non pupil premium (163 pupils)
93.4	90.6
FSM (80 pupils)	Non FSM (168 pupils)
92.7	91.1
CLA (24 pupils)	Non CLA (224 pupils)
92.2%	91.6%
Male	Female
92.1	90.7
EAL (4 pupils)	Non EAL
88.3	91.7



Pupils in year group reception and year six are following attendance interventions

## 7. Parent questionnaires demonstrate they feel supported by school

Questionnaires will go out during Autumn Term 2016

## 8. Progress is at least good for pupil premium pupils.

Progress for pupil premium pupils is very good.

Groups		% Made UQ progress as per WS P Steps	Summary Statement & key learning points
		54	Pupil premium pupils are out performing non-pupil premium pupils in writing and number.
		56	
		71	
		63	
		53	
		52	
		59	
		51	

## 9. 100% of pupils go onto an appropriate setting for the next stage in their learning at the end of Key Stage 4

100% of pupils leaving at year 11 and year 13 have transitioned to appropriate courses

## 11. Parent questionnaires show that they feel supported during this transition process

We failed to capture the feelings from parents. Working with parents is a priority  
2016/17