



## Pupil Premium – Academic Year 2016-2017

### Impact Analysis

|   |         |
|---|---------|
| <b>Total number of pupils on roll</b>       | 56      |
| <b>Number of pupils benefiting from PPG</b> | 24      |
| <b>Total amount of PPG received</b>         | £31,370 |

| <b>Provision</b>   | <b>Rationale</b>  | <b>Cost</b>       |
|--|---|-------------------|
| Access Reading Test<br>Vernon Spelling Test  | Baseline test all students on entry and at regular intervals to identify those requiring Wave 2 and 3 interventions, including teaching time. | £300<br>+<br>£750 |
| <p>Impact:</p> <p>These tests provided a score which informed intervention, both generally and more specifically for reading and spelling and other weaknesses, including: receptive language, decoding, comprehension and processing.</p> |   |                   |

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| Baseline Tests Maths, Science  | Baseline test on entry and regularly to create targeted interventions to raise standards in Maths and Science. | £750 |
| <p>Impact:</p> <p>These tests provided a baseline score to inform intervention and to allow for targeted long term planning.</p> |  |      |

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| Dyslexia Screening   | Identify particular areas of need for those with SpLD. | £500 |
| <p>Impact:</p> <p>This test highlighted specific areas of weakness and allowed for subsequent targeted interventions. (MC, CF, TW, JS)</p> |  |      |

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| Intervention Packages | Target specific areas with a tailored made programme to ensure rapid progress to close the gap on attainment. |     |     | £3,386 |     |     |     |     |
| Impact:               |   |     |     |        |     |     |     |     |
| English:              | KS4   | FFT | TOA | Ach    | KS3 | FFT | TOA | Ach |
|                       | CC  | 3   | 2   | 2      | DT  | 4a  | 3a  | 3c  |
|                       | DC  | 5   | 3   | 2      | DP  |     | 1b  | 1a  |
|                       | JH  | 3   | 2   | 2      | JS  | 6c  | 5c  | 5c  |
|                       | JP  | 3   | 3   | 1      | LE  | 4b  | 4a  | 4a  |
|                       | SC  | 3   | 2   | 2      | MC  | 4b  | 3a  | 3b  |
|                       |   |     |     |        | TC  | 5b  | 4b  | 4b  |
|                       |   |     |     |        | TL  |     | 1b  | 1c  |
|                       | 2 above TOA<br>5 at TOA<br>5 below TOA  |     |     |        |     |     |     |     |
| Maths:                | KS4   | FFT | TOA | Ach    | KS3 | FFT | TOA | Ach |
|                       | SC  | 2   | 2   | 2      | EL  |     | 4a  | 4a  |
|                       | TW  | 4   | 2   | 2      | LE  | 6c  | 4a  | 4a  |
|                       |   |     |     |        | MC  | 4b  | 4b  | 3c  |
|                       | 1 above TOA<br>3 at TOA<br>1 below TOA  |     |     |        |     |     |     |     |

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| ELSA  | 2 x 1 hour interventions each week - LSA | £780 |
| Impact:   |  |      |
| <p>It is difficult to measure the direct impact of ELSA on pupil progress.</p> <p><i>The ELSA (Emotional Literacy Support Assistant) project was originally developed within Southampton then Hampshire by Sheila Burton, Educational Psychologist. It was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. It recognises that children learn better and are happier in school if their emotional needs are also addressed.</i></p> <p><i>Over recent years there has been increased recognition of the impact of social and emotional aspects of learning on academic attainment in schools. The Children Act 2004 (Every Child Matters) recognised that schools need to be concerned with the all-round development of children.</i></p> <p><i>All children should be nurtured in accordance with their individual needs. There will always be children and young people in schools facing life challenges that detract from their ability to engage with learning, and some will require greater support to increase their emotional literacy than others.</i></p> <p style="text-align: right;">(elsanetwork.org)</p> <p>It is this last paragraph which describes many of our young people and the reason we put emphasis on ELSA at Greenwood School and believe it to be critical in our overall scheme of interventions.</p> |  |      |

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| Small Group/1:1 Interventions  | Small group interventions for all KS3 and KS4 students to close the gap and ensure their potentials are reached. | £2,613 |
| Impact:  |  |        |
| <ul style="list-style-type: none"> <li>• Lifeboat series (spelling)</li> <li>• Small groups and 1:1 in subjects other than English and Maths.</li> </ul> |  |        |

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| Forest SEAL  | The Forest SEAL encourages collaborative learning, problem solving and physical, mental challenge. Meta cognition and Self-Regulation can also be involved. | £3,096<br>£1,080 |
| Impact:  |   |                  |
| <p>Many of the young people at Greenwood School struggle with appropriate interactions with their peers, especially at KS3. To this end some of our curriculum at KS3 is targeted at this area of need. In addition we endeavour to offer a broader curriculum that is not solely focused on academic work within the classroom, as we endeavour to reengage the young people. Both our academic results at KS4 and school re-integrations indicate that such an approach is successful.</p> |   |                  |

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| Horizon 20:20  | Horizon 20:20 encourages collaborative learning, problem solving and physical, mental challenge. Meta cognition and Self-Regulation can also be involved. | £1,080 |
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| Enrichment Programme   | K34 to prepare for post 16 pathways and enhance their academic progress. | £1,677 |
|  | KS3 develop skills which will maximise progress in the classroom.        | £838   |
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| Alternative Provision  | Building x 1; Workmobility x 1; Catering x 1; Hair and Beauty x 2; Wessex Dance x 1; Motor Vehicle x 1, Fun 2 Fish. | £14,220        |
| <p>Impact:</p> <p>Fun2Fish: CH, AP, TC (£5,100) – used as part of a broader package/curriculum in order to re-engage disaffected pupils at KS3.</p> <p>Youth Options: KMK, DC, JB (£1,320) – offers pupils hands on learning in the ‘trades’.</p> <p>Work Experience: AC, JK (£400) - used as part of a broader package/curriculum in order to re-engage disaffected pupils and/or offer pupils experience in an industry area that they intend to pursue post 16.</p> <p>Totton College: (£3,600) – offers vocational training in areas not accessible at Greenwood School.</p> <ul style="list-style-type: none"> <li>• Hair and Beauty: CC, TW, JH</li> <li>• Motor Vehicles: CW, JD, THT</li> </ul> <p>Workmobility: THT (3,800) – offers pupils hands-on experience in working in an ‘adult’ world.</p> |   |                |
| CPD  | Focus on specific areas of need determined through assessment of our current cohort of students.                    | £300           |
| <p>Impact:</p> <p>DT Coordinators Conference</p> <p>Virtual Schools Conference</p> <p>Counselling Skills for ELSA</p>  |   |                |
| <b>Total</b>   |   | <b>£31,370</b> |