

# PUPIL PREMIUM PROVISION

## 2017 - 2018

We aim to: Bring equality of educational experience to every student  
in order to maximise outcomes for all

VISION & VALUES  
2017-2018

---

//////////////////// WE WILL //////////////////////

---

BELIEVE IN OURSELVES, *TRY OUR BEST*  
& *HAVE PRIDE IN EVERYTHING* THAT WE DO  
**CO-HEADTEACHERS' VISION FOR TERM 1:**  
EVERYONE TO ADAPT TO THE CHANGES TO THE SCHOOL DAY.

---

*ENCOURAGE & SUPPORT* EACH OTHER AT ALL TIMES  
**CO-HEADTEACHERS' VISION FOR TERM 2:**  
EVERYONE TO UNDERSTAND THE BENEFITS OF THE PRAISE SYSTEM.

---

BE POLITE & RESPECT PEOPLE FOR WHO THEY ARE,  
EMBRACE DIVERSITY & CELEBRATE OUR DIFFERENCES  
**CO-HEADTEACHERS' VISION FOR TERM 3:**  
EVERYONE TO REFLECT ON OUR YEAR AND TO PLAN AHEAD.

  
WOODSIDE  
HIGH SCHOOL

|   |              |
|---|--------------|
| Contents  | 2            |
| AEN CONSULTANCY                                 | GR/PMC.....3 |
| AMA: BLACK AND MINORITY ETHNIC PROGRAMME (BAME) | JEB.....4    |
| AMA: ACAMEDICALLY MORE ABLE & BRILLIANT CLUB    | JJT.....5    |
| AMA: PEER MENTORING                             | JEB.....6    |
| AMA: WORKSHOPS, SPEAKERS & TRIPS                | JJT.....7    |
| ASPIRATIONAL DAYS                               | GR.....8     |
| BBC SCHOOL NEWS REPORT                          | JEB.....10   |
| DRAMA & GLEE CLUB                               | SBI.....11   |
| DUKE OF EDINBURGH AWARD                         | JEB.....12   |
| EAL WITHDRAWAL KS3                              | LSA.....13   |
| EXTENDED SCHOOLS: DANCE                         | LJ.....14    |
| EXTENDED SCHOOLS: JACK PETCHEY SPEAK OUT AWARD  | JEB.....15   |
| EXTENDED SCHOOLS: MUSIC                         | CD.....16    |
| EXTENDED SCHOOLS: SCHOOL TRIPS                  | JEB.....17   |
| EXTENDED SCHOOLS: SPORTS (AFTER SCHOOL CLUBS)   | JEB.....18   |
| FAMILY AND FRIENDS                              | GR.....19    |
| FIRST STORY                                     | SG.....20    |
| HARDSHIP FUND                                   | GR.....22    |
| HOLIDAY REVISION SESSIONS                       | JEB.....23   |
| INCLUSION: INTERNAL & EXTERNAL AGENCIES         | GR.....24    |
| INTERVIEW SKILLS DAY                            | NO.....25    |
| LOOKED AFTER CHILDREN (LAC)                     | GR.....26    |
| MATHS WATCH VLE                                 | SSI.....27   |
| MENTORS   | GR.....28    |
| ONE DEGREE                                      | JEB.....29   |
| PERIOD 7's                                      | JEB.....30   |
| RENAISSANCE READING                             | WS.....31    |
| SPIRITUAL, MORAL, SOCIAL, CULTURAL (SMSC)       | GR.....34    |
| TEACHING ASSISTANTS: IN-CLASS SUPPORT           | GR.....35    |
| WELL BEING ROOM                                 | GR.....36    |
| Appendix A - Cost Analysis 2017 - 2018          | JD.....37    |

| <b>AEN CONSULTANCY</b>                              |  |
|---|--|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | <ul style="list-style-type: none"> <li>• Development of AEN provision at Woodside High School to ensure that we meet the needs of all AEN learners.</li> <li>• Development of an effective and skilled AEN team.</li> <li>• Development of whole school AEN provision.</li> </ul>  |
| <b>PURPOSE(S) OF PROVISION</b>                      | <ul style="list-style-type: none"> <li>• Work with AEN Consultants is essential in the development of our inclusion provision and in developing the skills of the inclusion team</li> <li>• This development is ongoing and will lead to the development of a comprehensive and detailed whole school provision map demonstrating how Woodside High School meets the needs of all AEN learners and evaluating impact.</li> <li>• The consultancy also enables students to be assessed by Educational Psychiatrists and Occupational Therapists.</li> </ul> |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | <ul style="list-style-type: none"> <li>• Referrals dealt with immediately and effectively</li> <li>• Interventions put in place swiftly</li> <li>• Maximising student potential</li> <li>• Students are happy and are listened to</li> <li>• Whole school AEN Provision Map in place</li> </ul>  |
| <b>EVALUATION PROCESS</b>                           | <ul style="list-style-type: none"> <li>• Feedback from all agencies on a half termly basis - outcomes of assessments shared through regular meetings.</li> <li>• Impact on student progress through analysis of outcomes and annual review process.</li> </ul>   |
| <b>STAFFING OF PROVISION</b>                        | <ul style="list-style-type: none"> <li>• ASEND - Educational Psychiatrist, Dyslexia Assessments and Consultancy work</li> <li>• ASEND staff training</li> <li>• Exam Access Assessments</li> <li>• Alice - Provision Mapping Software</li> <li>• Read Write Gold Exam Access software</li> </ul>   |
| <b>COST OF PROVISION</b>                            | £17,500  |

|  |                |
|--|----------------|
| Form completed by: Ms. G. Robinson & Ms. P. McCausland | Date: 25.10.17 |
|--|----------------|

|   |                       |
|---|-----------------------|
| <b>Form completed by: Ms. R. Buckeridge</b> | <b>Date: 01.12.15</b> |
|---|-----------------------|

| <b>ACAMEDICALLY MORE ABLE:<br/>BRILLIANT CLUB</b>   |  |
|---|--|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | <ul style="list-style-type: none"> <li>• PhD tutors work with 2 groups of 6 students each, delivering a 60 minute tutorial (Year group tbc: Year 9 or 10 AMA)</li> <li>• Launch trip and first tutorial are held at a top University (TBA)</li> <li>• Tutorials 2-5 delivered in school by PhD tutors</li> <li>• Graduation trip and final tutorial at an Oxbridge College (dates TBA)</li> <li>• 2,000 word essay marked against assessment criteria with feedback from PhD tutors</li> </ul> |
| <b>PURPOSE(S) OF PROVISION</b>                      | <ul style="list-style-type: none"> <li>• To raise pupil expectation and aspiration</li> <li>• Exposure to Higher Education</li> <li>• To challenge AMA students academically</li> </ul>  |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | <ul style="list-style-type: none"> <li>• Opportunity to explore the University campus, with tours provided by student ambassadors</li> <li>• Chance to hear more about the selected university and degree choices available there from</li> <li>• Benefit from study skills sessions on areas such as planning, revision and resilience by the BC tutors</li> <li>• Focus on Academic Writing in STEM and English/Humanities - 'Write like a book'</li> </ul>                                  |
| <b>EVALUATION PROCESS</b>                           | <ul style="list-style-type: none"> <li>• Student essay and student feedback</li> <li>• Teacher/ Tutor feedback</li> <li>• Grades achieved by the students</li> </ul>   |
| <b>STAFFING OF PROVISION</b>                        | <ul style="list-style-type: none"> <li>• Teacher time to accompany on certain trips</li> <li>• Travel to Universities</li> <li>• Initial supervision in school</li> </ul>  |
| <b>COST OF PROVISION</b>                            | <ul style="list-style-type: none"> <li>• Teacher time to accompany on certain trips</li> <li>• Travel to Universities</li> <li>• Initial supervision in school</li> <li>• £1960 membership to Brilliant Club</li> <li>• Teacher time, 4 days, £1,110</li> <li>• Total = £3,000</li> </ul>  |

|  |                  |
|--|------------------|
| Form completed by: Ms. J. Jay-Treasure | Date: 25/09/2017 |
|--|------------------|

| <b>ACAMEDICALLY MORE ABLE:<br/>PEER MENTORING</b>               |  |
|---|--|
| <b>BRIEF<br/>DESCRIPTION OF<br/>PROVISION</b>                   | <ul style="list-style-type: none"> <li>• AMA students who are on target to achieve grade 7/8 will mentor students who are borderline 3/4.</li> <li>• Grade 3/4 borderline students identified following TA1B exams.</li> <li>• Sessions will run from December onwards.</li> </ul> |
| <b>PURPOSE(S) OF<br/>PROVISION</b>                              | <ul style="list-style-type: none"> <li>• To eliminate reduce the numbers of grade 3's.</li> <li>• To allow AMA students to become 'experts' in science.</li> <li>• For both sets of students to consolidate prior learning.</li> </ul>   |
| <b>DESIRED<br/>BENEFIT(S) /<br/>OUTCOME(S) OF<br/>PROVISION</b> | <ul style="list-style-type: none"> <li>• To raise attainment at KS4.</li> </ul>  |
| <b>EVALUATION<br/>PROCESS</b>                                   | <ul style="list-style-type: none"> <li>• Student progress is monitored in class via fortnightly formative examinations.</li> </ul>   |
| <b>STAFFING OF<br/>PROVISION</b>                                | <ul style="list-style-type: none"> <li>• 3-4 science teachers, 2 x 20 minutes during tutorial.</li> </ul>  |
| <b>COST OF<br/>PROVISION</b>                                    | <p>GCSE revision guides (£9.99 each x 50 students - £499.50)<br/>Staff time 5hrs per week - 40 weeks = £4,200</p>  |

|                                 |                |
|---------------------------------|----------------|
| Form completed by: Ms. J. Berry | Date: 15.11.17 |
|---------------------------------|----------------|

| <b>ACADEMICALLY MORE ABLE:<br/>WORKSHOPS, SPEAKERS AND TRIPS</b> |   |
|--|---|
| <b>BRIEF DESCRIPTION OF PROVISION</b>                            | <ul style="list-style-type: none"> <li>• External speakers linked to aspiration</li> <li>• Workshops linked to social issues, curriculum and aspiration provided by charitable organisations and partnerships</li> <li>• Clubs and extra-curricular activities to provide a greater breadth for AMA students at Woodside</li> <li>• Cross curricular and departmental trips for AMA students: cultural capital, competing with peers, workshops, interaction with AMA peers and higher education experiences.</li> <li>• Opportunity to share ‘Outstanding’ student work at the end of the academic year Summer Showcase</li> </ul> |
| <b>PURPOSE(S) OF PROVISION</b>                                   | <ul style="list-style-type: none"> <li>• Empower AMA students and raise expectations</li> <li>• Encourage higher aspiration to further education</li> <li>• Inform students regarding different fields i.e STEM</li> </ul>  |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b>              | <ul style="list-style-type: none"> <li>• Increase confidence and self-esteem and potential to achieve top grades</li> <li>• Development of knowledge and skills i.e. reading and comprehension</li> <li>• Students making informed decisions about their Education and future careers</li> <li>• Students become more well-rounded individuals and increase their Cultural Capital</li> </ul>   |
| <b>EVALUATION PROCESS</b>  | <ul style="list-style-type: none"> <li>• Feedback from staff involved and students</li> <li>• Information and responses shared via School newsletter, newspaper, noticeboard etc</li> <li>• Improved grades, reading ages and KS4 results</li> <li>• Summer Showcase/displayed work around the school.</li> </ul>   |
| <b>STAFFING OF PROVISION</b>                                     | <ul style="list-style-type: none"> <li>• Teachers/staff/TAs to accompany students on trips</li> <li>• Supervision or cover during visits or workshops</li> <li>• Staff running or assisting in clubs and workshops during or after school</li> </ul>  |
| <b>COST OF PROVISION</b>   | <ul style="list-style-type: none"> <li>• Unknown at present</li> <li>• Some ventures are free to schools</li> <li>• No cost due to teacher/school/charity led activities in some cases.</li> <li>• Rooming availability for activities/workshops/speakers</li> <li>• After school activities due to the split lunch</li> </ul> <p>Estimate Teacher time 2 hrs per week £2,800</p> <ul style="list-style-type: none"> <li>•</li> </ul>   |

**ASPIRATIONAL DAYS****GR**

| <b>ASPIRATIONAL DAYS</b>                            |  |
|---|--|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | <ul style="list-style-type: none"> <li>This provision is aimed at all students in Year 8. It takes place in January and is an annual event. One day when professional and high profile individuals from a variety of professions come into school to share their journey to success and to reflect on good habits and actions that have helped along the way. This enables students to see how their education now, relate to the world of work and the necessary aptitude for success.</li> </ul>   |
| <b>PURPOSE(S) OF PROVISION</b>                      | <ul style="list-style-type: none"> <li>To enable students to understand the different pathways into professions/careers</li> <li>To understand some of the behaviour that encourage success so that they may use as strategies in their own journey to success</li> <li>To encourage students, who come from homes where no parent had a university education to think of university as a viable option</li> <li>To help students to think about the options for KS4 programmes as a relevant pathway into their chosen area of work.</li> </ul> |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | <ul style="list-style-type: none"> <li>Year 8 will have their Aspirational Day on 10<sup>th</sup> January. We aim to extend the provision to include more vocational professions and include more women especially in technology and roles of leadership.</li> <li>To increase student understanding of pathways and their awareness of different careers. It is also to encourage them aspire to higher education or further training.</li> </ul>   |
| <b>EVALUATION PROCESS</b>                           | <ul style="list-style-type: none"> <li>Each student will complete an evaluation form. Staff will also evaluate the activities at the back of their note-taking sheet.</li> </ul>   |
| <b>STAFFING OF PROVISION</b>                        | <ul style="list-style-type: none"> <li>A member of the Senior Leadership Team; the Attainment Manager; and Learning Mentors supervise students.</li> </ul>   |
| <b>COST OF PROVISION</b>                            | <ul style="list-style-type: none"> <li>Staff time: 10 staff x 1 day = £2,700</li> <li>Hospitality, gifts for presenters: £400</li> <li><b>Total: £3,100</b></li> </ul>   |





| <b>BBC SCHOOL NEWS REPORT</b>                       |  |
|---|--|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | Students develop their journalistic skills to become School Reporters through a series of lessons and workshops  |
| <b>PURPOSE(S) OF PROVISION</b>                      | To enables students to develop and/or nurture their interest in local, national and international issues. Pupils have the opportunity to share, with a real audience, news that is important to them |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | Students develop independent enquiry skills.<br>Students become effective communicators.<br>Students develop critical thinking skills.   |
| <b>EVALUATION PROCESS</b>                           | Student final pieces (9 reports) evaluated by BBC support staff and the WHS project coordinator.   |
| <b>STAFFING OF PROVISION</b>                        | Project co-ordinated by JEB.<br>Support from BBC staff.  |
| <b>COST OF PROVISION</b>                            | TAs: £310<br>Travel: £100<br>Awards: £100<br><b>Total: £520</b>  |

Form completed by: Ms. J Berry

Date: 13.10.2017

| <b>DRAMA CLUB</b>                                   |   |
|---|---|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | <ul style="list-style-type: none"> <li>• KS3 Drama Club (lunchtimes)</li> <li>• School Play - rehearsals and performance</li> <li>• RADA Collaboration</li> <li>• Mountview Collaboration</li> </ul>  |
| <b>PURPOSE(S) OF PROVISION</b>                      | <ul style="list-style-type: none"> <li>• Support KS3 Drama development</li> <li>• Consolidate Classroom learning</li> <li>• Enrich school calendar by production of high quality public performance for staff, students and parents</li> <li>• Development of theatrical and cultural understanding</li> <li>• Provide pupils with a subsidised opportunity to take part in a production with high standards and professional production values</li> <li>• Provide opportunity to invite feeder primary schools and Riverside students</li> <li>• Spoken/ Oral Litarcy</li> </ul> |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | <ul style="list-style-type: none"> <li>• Production of a successful school play</li> <li>• Community audience for public performances</li> <li>• Increased sense of worth and well being</li> <li>• Improved interpersonal relationships</li> <li>• Improved public speaking, performance and confidence</li> <li>• Improved outcomes at GCSE</li> </ul>  |
| <b>EVALUATION PROCESS</b>                           | <ul style="list-style-type: none"> <li>• Exam outcomes</li> <li>• TTAs</li> <li>• Audience feedback</li> <li>• Students feedback</li> <li>• Invited audience feedback</li> <li>• Staff monitoring during rehearsal and performance stages</li> </ul>  |
| <b>STAFFING OF PROVISION</b>                        | <ul style="list-style-type: none"> <li>• Sarah Birks(HoD), Claire Danso (Lead Practitioner), Lenka Frost, Selin Aksu (TA), Aysen Sedat</li> </ul>   |
| <b>COST OF PROVISION</b>                            | <ul style="list-style-type: none"> <li>• Teacher cost: £3,900</li> </ul>  |

|                                 |                |
|---------------------------------|----------------|
| Form completed by: Ms. S. Birks | Date: 31.10.17 |
|---------------------------------|----------------|

| <b>DUKE OF EDINBURGH AWARD</b>                      |   |
|---|---|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | <ul style="list-style-type: none"> <li>• Students will work towards the bronze Duke of Edinburgh certificate by completing a program of volunteering, physical skill tests and an expedition.</li> </ul>  |
| <b>PURPOSE(S) OF PROVISION</b>                      | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn a new skill, participate in physical activity and do some volunteering work in their community.</li> <li>• Students gain experience in map reading and survival skills as well as basic First Aid.</li> <li>•</li> </ul> |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | <ul style="list-style-type: none"> <li>• To allow a select number of KS4 students to be awarded the Duke of Edinburgh bronze award.</li> </ul>  |
| <b>EVALUATION PROCESS</b>                           | <ul style="list-style-type: none"> <li>• The program's success will be evaluated at key points throughout the year by monitoring attendance at meetings and completion of skills. (To be monitored by new co-ordinator; L. Johnson.)</li> </ul>   |
| <b>STAFFING OF PROVISION</b>                        | <ul style="list-style-type: none"> <li>• Ms L Johnson to co-ordinate.</li> </ul>  |
| <b>COST OF PROVISION</b>                            | <p>Each student supplemented £9 for a welcome pack x 30 =£270<br/>                 2 hrs teacher time per week, 38 weeks - £3,100<br/> <b>Total cost: £3,370</b></p>  |

|  |                       |
|--|-----------------------|
| <b>Form completed by: Ms. J. Berry</b> | <b>Date: 13.10.17</b> |
|--|-----------------------|

| <b>EAL WITHDRAWAL KS3 and KS4</b>                   |   |
|---|---|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | <ul style="list-style-type: none"> <li>• This provision is aimed at EAL new students who are in the early stages of learning English.</li> <li>• This academic year, there is one ability group in Year 9, Year 10 and Year 11. This group gets 3 hours of withdrawal from non-core subjects.</li> <li>• The groups are taught in English classrooms by an English Teacher who also has support, where possible, from a specialist EAL TA.</li> <li>• Normal duration is one hour per session.</li> <li>• The number of students in each group depends on how many are in the same ability group; we do not encourage more than 12/15 students per group.</li> <li>• We use resources we have specifically designed for these groups which run alongside the English Language and Literature curriculum and develop skills in academic writing which are transferable to other subjects across the school.</li> </ul> |
| <b>PURPOSE(S) OF PROVISION</b>                      | <ul style="list-style-type: none"> <li>• Students who are relatively new to English do seriously underachieve, if their English and cross curricular language needs are not addressed efficiently. To this end, the Inclusion and English department work alongside each other to tailor lessons which support students' learning and acquisition of language skills.</li> </ul>  |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | <ul style="list-style-type: none"> <li>• The aim of the provision continues to be the accelerated development of students with EAL. We continue to aim for the students who get this provision to make tremendous progress within a year or two, closing the language ability gap between them and fluent English speakers.</li> </ul>  |
| <b>EVALUATION PROCESS</b>                           | <ul style="list-style-type: none"> <li>• There are regular assessments carried out to allow students to develop their confidence and skills; if they have made the required progress they may 'graduate' from additional English withdrawal.</li> <li>• Students in Year 7 and Year 8 will have support in lessons where appropriate from an EAL specialist TA.</li> </ul>  |
| <b>STAFFING OF PROVISION</b>                        | <ul style="list-style-type: none"> <li>• HGA, English teacher and an EAL specialist TA lead the provision in Year 9; DBO in Year 10 and PAK in Year 11.</li> <li>• EAL specialist TA for smaller group intervention in Year 7 and Year 8.</li> </ul>  |
| <b>COST OF PROVISION</b>                            | 9 hours per week, = 9 hrs x 38 weeks =£14,400<br>EAL Specialist TA  |

|  |                        |
|--|------------------------|
| <b>Form completed by: Miss Laura Sanford</b> | <b>Date:13-11-2017</b> |
|--|------------------------|

| <b>EXTENDED SCHOOLS: DANCE</b>                      |  |
|---|--|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | <ul style="list-style-type: none"> <li>Street dance workshop with dance choreography, every Wednesday evening after school for one hour and 30 minutes.</li> </ul>   |
| <b>PURPOSE(S) OF PROVISION</b>                      | <ul style="list-style-type: none"> <li>To provide the opportunity for students to learn to dance, choreograph dance pieces and perform whole school and public performances.</li> </ul>  |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | <ul style="list-style-type: none"> <li>Pupils get fit and exercise their movement memories by dancing and learning routines as well as learning choreographic skills. Pupils meet new friends from different year groups and grow in self- confidence when performing in front of audiences 300 strong. The benefits of this dance club will be used for some practical aspect to G.C. S.E P.E as well as the physical sections for the Bronze Duke of Edinburgh Award.</li> </ul> |
| <b>EVALUATION PROCESS</b>                           | <ul style="list-style-type: none"> <li>Success based on number the number of students participating in the program and a register will be kept to monitor this. Pupils will have opportunities for performances during assemblies, school shows, off-site performances, sports awards evening and sports day.</li> </ul>   |
| <b>STAFFING OF PROVISION</b>                        | <ul style="list-style-type: none"> <li>Pupils are taught by a member of the “Step into Dance” company. Here, the choreographer Benji Shogbolu who is a professional dancer that is funded by The Jack Petchey Association.</li> <li>Mrs L. Johnson will also be attending the dance classes to help with basic choreography, attendance and behavioural management.</li> </ul>   |
| <b>COST OF PROVISION</b>                            | <p>30 hours of tuition by teacher</p> <ul style="list-style-type: none"> <li><b>Total = £960</b></li> </ul>  |

|   |                       |
|---|-----------------------|
| <b>Form completed by: Mrs. L. Johnson</b> | <b>Date: 16.11.17</b> |
|---|-----------------------|

| <b>EXTENDED SCHOOLS: JACK PETCHEY SPEAK OUT AWARD</b> |   |
|---|---|
| <b>BRIEF DESCRIPTION OF PROVISION</b>                 | <ul style="list-style-type: none"> <li>• The Jack Petchey foundation aims to build public speaking and confidence skills in students.</li> <li>• The training involves one full day where the students learn writing techniques, public speaking techniques and self and peer evaluation techniques.</li> </ul>   |
| <b>PURPOSE(S) OF PROVISION</b>                        | <ul style="list-style-type: none"> <li>• Boosts literacy levels.</li> <li>• Instils confidence in students.</li> <li>• Teaches students to be articulate when speaking in public.</li> <li>• In the process students improve their confidence as speakers and improve their communication skills generally.</li> <li>• This also links with the whole-school initiative of ‘talk like a book.’</li> </ul> |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b>   | <ul style="list-style-type: none"> <li>• Increase in literacy levels.</li> <li>• Increase in oracy levels.</li> <li>• Increased student confidence.</li> </ul>  |
| <b>EVALUATION PROCESS</b>                             | <ul style="list-style-type: none"> <li>• Students self-evaluate throughout the training day.</li> <li>• Student confidence levels are used as an indicator of success.</li> <li>• External competition is also used as a measure of success.</li> </ul>   |
| <b>STAFFING OF PROVISION</b>                          | <ul style="list-style-type: none"> <li>• External provider plus 1 member of staff from WHS.</li> </ul>  |
| <b>COST OF PROVISION</b>                              | <ul style="list-style-type: none"> <li>• One day workshop : free</li> <li>• Teacher time = £200</li> </ul>  |

|                                 |                  |
|---------------------------------|------------------|
| Form completed by: Ms. J. Berry | Date: 14.11.2017 |
|---------------------------------|------------------|

| <b>EXTENDED SCHOOLS: MUSIC</b>                      |  |
|---|--|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | <ul style="list-style-type: none"> <li>We are continuing with the instrumental programme but we shall also introduce SAZ lessons for the Turkish community at Woodside.</li> <li>We are also proposing some external funding for a steel pan set for an after school club.</li> <li>BHM - composition project with Bernie Grant Centre</li> </ul>        |
| <b>PURPOSE(S) OF PROVISION</b>                      | <p>As part of the whole school SDP we would like to help engage Turkish boys and girls at Woodside.</p> <p>Steel pan Initiative: To build purchase steel pans so that the school can facilitate lessons in the future.</p> <p>Work collaboratively with a professional musician and venue to help encourage Yr9 and Y11 students to compose/perform.</p> |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | <ul style="list-style-type: none"> <li>Turkish students will learn how to play a traditional instrument - SAZ</li> <li>If the school purchase a steel pans set then we can look at providing an enrichment for students</li> <li>To build on external partnerships with professional musicians and HMS(Haringey Music Service)</li> </ul>                |
| <b>EVALUATION PROCESS</b>                           | <ul style="list-style-type: none"> <li>The Department will be contacting a Saz teacher to work with the students on a weekly basis.</li> <li>The department will look at additional funding for steel pans</li> <li>The department will be working with Juwon Ogungbe based on the project Ignatius Sancho's Inspirational Concert</li> </ul>            |
| <b>STAFFING OF PROVISION</b>                        | <ul style="list-style-type: none"> <li>Ulas Kartal - weekly instrumental lessons</li> <li>Tottenham grammar school foundation - complete the application process</li> <li>To participate in a workshop and concert in November 2017</li> </ul>   |
| <b>COST OF PROVISION</b>                            | <p>Sax lessons: currently funded by students on a termly basis however, FSM,PP &amp; LAC will be funded by school</p> <p>Cost for steel pans: £7,000 cheapest out of two quotes</p> <p>Workshop: free workshop</p> <p>Teacher time 10 hours per week = £15,000</p>   |

|  |                      |
|--|----------------------|
| <b>Form completed by: Ms. C. Danso</b> | <b>Date:20.10.17</b> |
|--|----------------------|



**EXTENDED SCHOOLS: SCHOOL TRIPS JEB**

| <b>EXTENDED SCHOOLS: SCHOOL TRIPS</b>               |   |
|---|---|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | <p><u>Educational trips</u></p> <ul style="list-style-type: none"> <li>Educational trips are run within subject areas as a means of enhancing the curriculum for students in the particular subject areas.</li> </ul> <p><u>Rewards trips/end of year trips</u></p> <ul style="list-style-type: none"> <li>Rewards trips are run at the end of an academic year for year 7 - 10 students as a celebratory event to reward good behaviour, attendance and punctuality.</li> </ul>  |
| <b>PURPOSE(S) OF PROVISION</b>                      | <p><u>Educational trips</u></p> <ul style="list-style-type: none"> <li>To allow students to gain insights into particular areas of the curriculum, to see the subjects in a wider context, to develop skills/knowledge in that particular subject area.</li> </ul> <p><u>Rewards trips/end of year trips</u></p> <ul style="list-style-type: none"> <li>Aim to be motivational so that student punctuality and attendance and behaviour remain at acceptable levels.</li> <li>Provides a curriculum enrichment opportunity</li> </ul> |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | <p><u>Educational trips</u></p> <ul style="list-style-type: none"> <li>To enhance the knowledge/skills of students.</li> <li>Raise attainment at KS3 and KS4.</li> <li>To inspire an enthusiasm for the particular subject areas.</li> </ul> <p><u>Rewards trips/end of year trips</u></p> <ul style="list-style-type: none"> <li>Higher levels of student engagement with school policies/values throughout the year.</li> </ul>   |
| <b>EVALUATION PROCESS</b>                           | <ul style="list-style-type: none"> <li>Each subject area will evaluate the effectiveness of their own trips via student progress in lessons.</li> <li>HODs will evaluate the relevance of each trip with regards to the curriculum content.</li> <li>YAMS will evaluate effectiveness of rewards trips based on student up-take and enjoyment.</li> </ul>   |
| <b>STAFFING OF PROVISION</b>                        | <ul style="list-style-type: none"> <li>Staff to supervise trips (1:10 at KS3, 1:15 at KS4.)</li> </ul>  |
| <b>COST OF PROVISION</b>                            | <p>Estimate as 16/17 =£14,350</p>   |

|                                       |                       |
|---------------------------------------|-----------------------|
| <b>Form completed by: Ms J. Berry</b> | <b>Date: 13.10.17</b> |
|---------------------------------------|-----------------------|

## EXTENDED SCHOOLS: SPORTS (AFTER SCHOOL CLUBS) JEB

| <b>EXTENDED SCHOOLS: SPORTS (AFTER SCHOOL CLUBS)</b> |  |
|--|--|
| <b>BRIEF DESCRIPTION OF PROVISION</b>                | <p><u>Lunch time clubs</u></p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Basketball</li> <li>• Netball</li> <li>• Football</li> <li>• Table tennis</li> <li>• Badminton</li> </ul> <p><u>External clubs/programs</u></p> <ul style="list-style-type: none"> <li>• Step into Dance</li> <li>• D of E</li> </ul>   |
| <b>PURPOSE(S) OF PROVISION</b>                       | <ul style="list-style-type: none"> <li>• So students can develop their skills in a chosen sport.</li> <li>• To ensure students have a broad and varied extra-curricular activities to participate in.</li> <li>• To ensure we maintain our 'healthy schools' status.</li> <li>• To encourage team work, dedication and promote healthy lifestyles for all students.</li> </ul> |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b>  | <ul style="list-style-type: none"> <li>• Greater uptake of sporting activities in the school.</li> </ul>   |
| <b>EVALUATION PROCESS</b>                            | <ul style="list-style-type: none"> <li>• PE staff will evaluate the attendance at sporting clubs.</li> <li>• A thorough evaluation of the D of E program will be carried out by the coordinator following completion of the course in 2017.</li> </ul>   |
| <b>STAFFING OF PROVISION</b>                         | <ul style="list-style-type: none"> <li>• PE Staff</li> <li>• External coaches, specifically for Dance.</li> </ul>  |
| <b>COST OF PROVISION</b>                             | <p>Estimate as 16/17 = £11,900</p>   |

|                            |                |
|----------------------------|----------------|
| Form completed by: J Berry | Date: 15.11.17 |
|----------------------------|----------------|

## FAMILY AND FRIENDS GR

| <b>FAMILY AND FRIENDS</b>                           |   |
|---|---|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | A Family and Friends group which meets regularly to encourage parent/carer engagement and involvement in the life of the school.  |
| <b>PURPOSE(S) OF PROVISION</b>                      | <ul style="list-style-type: none"> <li>To improve parent/carer engagement, social interaction and to develop our community links.</li> </ul>  |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | <ul style="list-style-type: none"> <li>Improvement in parent/carer engagement</li> <li>Improved social interaction between groups of parents/carers</li> <li>Improved community cohesion</li> <li>Support for parents/carers</li> <li>Improved liaison between school and home</li> <li>Transition - increase in number of first choice applications</li> <li>Fundraising</li> <li>Parent/carer influence/input into key decisions</li> </ul> |
| <b>EVALUATION PROCESS</b>                           | <ul style="list-style-type: none"> <li>Feedback and evaluation forms following every event.</li> <li>Focus group discussions at meetings.</li> <li>Annual parent/carers surveys.</li> </ul>   |
| <b>STAFFING OF PROVISION</b>                        | <ul style="list-style-type: none"> <li>SLT members - 4 x 2.5 hr meetings = 10 hours per year</li> <li>Careers staff - 4 x 2.5 hr meetings = 10 hours per year</li> <li>Other staff members - 4 x 2.5 hr meetings = 10 hours per year</li> <li>Communications &amp; Development Manager = 30 hours per year</li> </ul>   |
| <b>COST OF PROVISION</b>                            | <ul style="list-style-type: none"> <li>SLT members - 4 x 2.5 hr meetings = 10 hours per year = £780</li> <li>Careers staff - 4 x 2.5 hr meetings = 10 hours per year = £300</li> <li>Other staff members - 4 x 2.5 hr meetings = 10 hours per year £300</li> </ul> <p>Communications &amp; Development Manager = 30 hours per year = £1600<br/>Total £3,000</p>   |

|                                   |                |
|-----------------------------------|----------------|
| Form completed by: Ms G. Robinson | Date: 30.10.17 |
|-----------------------------------|----------------|

| <b>FIRST STORY</b>                                  |  |
|---|--|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | <ul style="list-style-type: none"> <li>• 24 students visit the First Story launch in Oxford where they meet writers and poets and take part in workshops.</li> <li>• First Story is aimed at our KS3 students in years 8.</li> <li>• These reading and writing sessions are part of the school timetable and students spend one booster lesson a week participating in the programme.</li> <li>• The First Story lessons are based in the library after school on Friday afternoons.</li> <li>• The lessons run in the second half of the Autumn term</li> <li>• 15 -24 pupils are involved at any given time</li> <li>• A resident writer with SG, an English teacher runs the creative writing workshops.</li> <li>• Two students will have the opportunity to go on a 5 day residential workshop in the summer run by First Story.</li> </ul> |
| <b>PURPOSE(S) OF PROVISION</b>                      | <p>Students' on the programme are supplied with various tasks to support creativity when writing stories thereby improving personal literacy.</p> <p>SG supports the writer by monitoring attendance, collecting, marking of students writing of short stories, poetry etc.</p> <p>Students are given journals to jot down notes, plan and write stories and poetry which will be discussed in the following week's meeting.</p>   |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | <p>Students are expected to increase the amount of reading and writing done per day. They are also exposed to a larger variety of novels and poems making them more proficient and skilled as writers. Students are also expected to improve their current reading ages by reading books from a recommended book list. Students have already shown tremendous progress and all club members are now avid readers.</p>  |
| <b>EVALUATION PROCESS</b>                           | <p>Weekly tasks are set by the resident writer or the supporting teacher. Students then repeat the process each week. Students discuss their weekly projects with enthusiasm which generates discussion amongst students and adults alike.</p> <p>Members of the club will produce an anthology of their best pieces. All members are involved in the launch of the anthology which is well attended by governors of the school, press and local writers.</p>  |

|                                     |   |
|-------------------------------------|---|
| <p><b>STAFFING OF PROVISION</b></p> | <p>Mrs Georgiou an English teacher has responsibility for the First story programme and attends regular meetings at First Story office, presently four times a year to collect information on programme.<br/>Meetings are 6-8pmx4 = 8hours</p> <p>On Fridays SG runs the writing club for 1.30 hrs with up to 20 students in the library. There is a lunch 'catch-up' once a week in SG, room, B012, for 45 mins for about 10 students = 40 hours<br/>A resident writer attends for 8 weeks to inspire, guide and assess progress in creative writing and implement strategies prior to stories and poems going to print.</p> |
| <p><b>COST OF PROVISION</b></p>     | <p>Staff time and guest visits: £1,500</p> <p>3hrs x 40 weeks £4,200</p>  |

|   |                       |
|---|-----------------------|
| <p>Form completed by: Ms. S. Georgiou</p> | <p>Date: 01/10/17</p> |
|---|-----------------------|

| <b>HARDSHIP FUND</b>                                |  |
|---|--|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | The Hardship Fund exists as a fund to support students when families are suffering from financial strain or crisis. It may be used to provide uniform items, school meals, instrumental lessons, school trips etc. |
| <b>PURPOSE(S) OF PROVISION</b>                      | To support students when families are suffering from financial strain or crisis. It may be used to provide uniform items, school meals, instrumental lessons, school trips etc.                                    |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | To ensure equity of opportunity for all and that no child is excluded from school activities or access to a full and balanced education due to financial hardship.   |
| <b>EVALUATION PROCESS</b>                           | Clear record keeping of all money spent and details of families/children who access the fund is kept and reviewed termly.  |
| <b>STAFFING OF PROVISION</b>                        | N/A  |
| <b>COST OF PROVISION</b>                            | Estimate £1000   |

|                                    |                |
|------------------------------------|----------------|
| Form completed by: Ms. G. Robinson | Date: 25.10.17 |
|------------------------------------|----------------|

| <b>HOLIDAY REVISION SESSIONS</b>                    |  |
|---|--|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | <ul style="list-style-type: none"> <li>To provide support and prepare students for external examinations.</li> <li>Support includes: Revision of subject content, exam technique and skills.</li> <li>Some sessions will be aimed at students who need to complete or improve coursework.</li> </ul> |
| <b>PURPOSE(S) OF PROVISION</b>                      | <ul style="list-style-type: none"> <li>To allow for revision time prior to exams.</li> <li>To raise attainment at KS4.</li> <li>One Degree: To continue the upward trend in results for Maths and English.</li> </ul>  |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | <ul style="list-style-type: none"> <li>One Degree: Improved % grade 5- 9 inc. English and maths.</li> <li>WHS revision sessions: to ensure all students to make expected progress across all subjects.</li> </ul>  |
| <b>EVALUATION PROCESS</b>                           | <ul style="list-style-type: none"> <li>Holiday revision will be evaluated in the autumn term 2017 following external exam outcomes.</li> </ul>   |
| <b>STAFFING OF PROVISION</b>                        | <ul style="list-style-type: none"> <li>WHS staff to run revision sessions during October, February, Easter and May holidays.</li> <li>One Degree maths and English intervention staff to run 40 Saturday sessions from November - May.</li> </ul>  |
| <b>COST OF PROVISION</b>                            | <ul style="list-style-type: none"> <li>Staff overtime payments in holidays = £8,200</li> </ul>   |

Form completed by: Ms. J. Berry

Date: 13.10.17

| <b>INCLUSION: INTERNAL &amp; EXTERNAL AGENCIES</b>  |  |
|---|--|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | Any student who is identified as having a need which requires referral to an agencies - including Speech and Language, Mental and Emotional Health, Behavioural Concerns, Personal and Social issues, needs identified through Educational Psychologist assessment or assessment by Haringey Emotional Wellbeing Service (HEWS).                               |
| <b>PURPOSE(S) OF PROVISION</b>                      | To maximise student development and potential in every way possible and enable them to make expected or more than expected progress.   |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | <ul style="list-style-type: none"> <li>• Referrals are dealt with swiftly and effectively</li> <li>• All outcomes and strategies are shared with staff</li> <li>• Support enables students to achieve their potential and make expected or more than expected progress</li> </ul>  |
| <b>EVALUATION PROCESS</b>                           | <ul style="list-style-type: none"> <li>• Half termly reports from agencies, student feedback, student reports.</li> <li>• Referral Panel Meeting reports.</li> <li>• Provision Map tracks impact of interventions.</li> <li>• Weekly Inclusion Update Meetings.</li> <li>• Regular Team Around the Family and Team Around the Child Meetings.</li> </ul>       |
| <b>STAFFING OF PROVISION</b>                        | <ul style="list-style-type: none"> <li>• Open Door</li> <li>• School Counsellors</li> <li>• CAMHS and HEWS</li> <li>• Education Psychologist</li> <li>• Speech and Language Therapist</li> <li>• Occupational Therapist</li> <li>• Behaviour Assessments through TBAP</li> <li>• Insight</li> <li>• Exam Access Assessor</li> <li>• Psychotherapist</li> </ul> |
| <b>COST OF PROVISION</b>                            | Estimate £135,400  |

|                                    |                |
|------------------------------------|----------------|
| Form completed by: Ms. G. Robinson | Date: 25.10.17 |
|------------------------------------|----------------|



| <b>INTERVIEW SKILLS DAY</b>                         |  |
|---|--|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | Year11 students will undertake a mock interview with selected Post 16 providers on 26 <sup>th</sup> January 2018. This is part of a Careers based programme that prepares students for Post 16 choices.  |
| <b>PURPOSE(S) OF PROVISION</b>                      | To upskill students in preparation for post16 choices and to give them a realistic experience of the interview process   |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | Students to understand and act on the lessons learnt from the provision and react in a positive way to the challenges they might face.   |
| <b>EVALUATION PROCESS</b>                           | Providers fill in evaluation form during the interview. Students will have an opportunity to discuss the provision with FT/HOY and Careers Co-ordinator.<br><br>Careers Co-ordinator select a range of providers and ask them on their view of the provision |
| <b>STAFFING OF PROVISION</b>                        | Staff from 6 <sup>th</sup> Form/Colleges and Apprenticeship Programmes, Careers Co-ordinator and Year 11 HOY.  |
| <b>COST OF PROVISION</b>                            | GCSE revision guides (£9.99 each x 50 students - £499.50)<br>Staff time - 10 staff for 1 day £2,300  |

**Form completed by: Ms. N. Irencin-Ozcelik**

**Date: 17.11.2017**

## LOOKED AFTER CHILDREN (LAC) GR

| <b>LOOKED AFTER CHILDREN (LAC) - Currently 16 students</b> |  |
|--|--|
| <b>BRIEF DESCRIPTION OF PROVISION</b>                      | <ul style="list-style-type: none"> <li>• Laptops provided for each child</li> <li>• One-to-One mentoring in English and Maths for four students in KS4</li> <li>• One-to-One mentoring in English and Maths for three students in KS3</li> <li>• One-to-One Tuition Service for student in Year 9</li> <li>• Pastoral mentor who supports the students during the school week - including specific individual and group intervention</li> <li>• Music Instrumental lessons for 10 students and loan of musical instrument</li> <li>• Provision of specialist equipment resources as identified</li> <li>• Art Therapy sessions for two students</li> <li>• Specific one to one literacy intervention for students</li> <li>• Funding of one to one external tutoring in maths and English through Winchmore Tutors.</li> </ul> |
| <b>PURPOSE(S) OF PROVISION</b>                             | To enable these students to have as much support as possible in school in order to achieve they best they can in the their GCSEs   |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b>        | All 16 students to be happy in school, have a 95%+ attendance, achieving their targets and accessing a range of extra-curricular activities  |
| <b>EVALUATION PROCESS</b>                                  | PEP meetings twice per year, regular termly assessments, monitoring through weekly mentoring meetings. Frequent reviews with Social Worker.  |
| <b>STAFFING OF PROVISION</b>                               | TA support, individual tuition, purchase of specific resources, mentoring costs, cost of instrumental lessons  |
| <b>COST OF PROVISION</b>                                   | 4 students 1-2-1 x 10 hrs (E+M) pw x 40 weeks = £36,800  |

|                                    |                |
|------------------------------------|----------------|
| Form completed by: Ms. G. Robinson | Date: 25.10.17 |
|------------------------------------|----------------|

| <b>MATHS WATCH VLE</b>                              |   |
|---|---|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | <ul style="list-style-type: none"> <li>• Aimed at all students in both KS3 &amp; 4 including high and low achievers</li> <li>• During lesson times as can be used as a useful revision tool, at home or after school</li> <li>• At home, in lessons and after school</li> <li>• Depending on individuals - Y11 students are encouraged to use it for at least 30 minutes a day in preparation for their exam</li> <li>• Whole school involved and has access to it</li> <li>• Purchasing of the VLE licence which also has worksheets attached to it.</li> <li>• Internet access</li> </ul> |
| <b>PURPOSE(S) OF PROVISION</b>                      | <p>The resource/provision exists so that pupils are able to have guidance on how to study maths at home or outside their normal lesson time. The resource is a video clip demonstrating what to do and then pupils can practice their skills. Worksheets are also provided. Students have always fed back that they feel it is a very useful revision tool.</p>   |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | <ul style="list-style-type: none"> <li>• Students can be expected to improve their current level by 1 if they use this tool regularly</li> </ul>  |
| <b>EVALUATION PROCESS</b>                           | <p>Attainment outcomes</p>  |
| <b>STAFFING OF PROVISION</b>                        | <ul style="list-style-type: none"> <li>• n/a</li> </ul>   |
| <b>COST OF PROVISION</b>                            | <p>£450 VLE license per year</p>  |

|                                   |               |
|-----------------------------------|---------------|
| Form completed by: Ms. S. Simpson | Date: 28/9/17 |
|-----------------------------------|---------------|

| <b>MENTORS</b>                                      |  |
|---|--|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | Our mentors support the pastoral needs of all of our children. We have two mentors working across KS3 and KS4. The work in conjunction with the year attainment managers dealing effectively with daily pastoral issues that may occur. They also offer excellent support with looked after children and child protection issues that may occur. |
| <b>PURPOSE(S) OF PROVISION</b>                      | The provision exists in order to support the high level of need our students have ranging from problems in the home, problems in school, problems on the street.   |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | We expect students to be calm and ready for learning in a supportive environment.  |
| <b>EVALUATION PROCESS</b>                           | Maximising student achievement, reduced exclusions, excellent reintegration from exclusion wither from our school or another school, excellent support for Children who are Looked After, excellent support for vulnerable children going through the transition phase of primary to secondary.  |
| <b>STAFFING OF PROVISION</b>                        | 2 x Learning Mentors   |
| <b>COST OF PROVISION</b>                            | 2 x employees = £80,200  |

|                                   |                  |
|-----------------------------------|------------------|
| Form completed by: Ms. G Robinson | Date: 25.10.2017 |
|-----------------------------------|------------------|

| <b>ONE DEGREE</b>                                   |   |
|---|---|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | <ul style="list-style-type: none"> <li>• One Degree is a mentoring program aimed to raise attainment in Maths and English for students from disadvantaged backgrounds.</li> <li>• The program consists of 15 Saturday revision sessions which run from January - May.</li> <li>• The general cohort size is 50-60 students.</li> <li>• Students are selected based on term 1 Maths and English grades.</li> </ul> |
| <b>PURPOSE(S) OF PROVISION</b>                      | <ul style="list-style-type: none"> <li>• To support students that are not secure in English and Maths based on teachers' professional predictions.</li> <li>• Qualified maths and English Mentors work small groups of students to help them build on prior learning (learning done the previous week in school time.)</li> </ul>   |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | <ul style="list-style-type: none"> <li>• To raise attainment in Maths and English in year 11.</li> </ul>  |
| <b>EVALUATION PROCESS</b>                           | <ul style="list-style-type: none"> <li>• A full evaluation is carried out at the end of the program by the One Degree team.</li> <li>• The evaluative process consists of data analysis (pass rates for males and females and overall pass rates in Maths and English) and a psychological evaluation carried out by the students to assess soft-skills.</li> </ul>   |
| <b>STAFFING OF PROVISION</b>                        | <ul style="list-style-type: none"> <li>• One Degree mentors facilitate each of the 15 sessions.</li> <li>• 1 member of the leadership team at WHS to supervise 2 sessions each.</li> </ul>  |
| <b>COST OF PROVISION</b>                            | <ul style="list-style-type: none"> <li>• Staffing costs 20 x SLT days = £10,200</li> <li>• One degree intervention, £7,800 plus catering £500</li> </ul> <p><b>Total = £18,500</b></p>  |

|                                 |                  |
|---------------------------------|------------------|
| Form completed by: Ms. J. Berry | Date: 13.10.2017 |
|---------------------------------|------------------|

| <b>PERIOD 7'S</b>                                   |  |
|---|--|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | <ul style="list-style-type: none"> <li>Using a gap analysis following termly exams, students are identified in each subject.</li> <li>All students in year 11 to attend each day.</li> <li>Study clubs set up for students not required in a subject area.</li> <li>Refreshments provided</li> </ul> |
| <b>PURPOSE(S) OF PROVISION</b>                      | <ul style="list-style-type: none"> <li>Development of skills.</li> <li>Consolidation of course content.</li> </ul>   |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | <ul style="list-style-type: none"> <li>Positive progress 8 for the whole school</li> <li>Increase for the % of G5+ in Eng &amp; Maths.</li> </ul>  |
| <b>EVALUATION PROCESS</b>                           | <ul style="list-style-type: none"> <li>Half termly data presentation to SLT by HOY.</li> <li>HOD's to review groups regularly using 4matrix.</li> <li>Students survey at end of year.</li> </ul>   |
| <b>STAFFING OF PROVISION</b>                        | <ul style="list-style-type: none"> <li>Internal staffing.</li> </ul>   |
| <b>COST OF PROVISION</b>                            | <p>Photocopying costs of resources approx. £8000. Biscuits and drinks approx. £3500.<br/>           Staff time: 36 hours per week = £51,000<br/>           Total of £62,000</p>  |

|                                 |                |
|---------------------------------|----------------|
| Form completed by: Ms. J. Berry | Date: 14.11.17 |
|---------------------------------|----------------|

| <b>RENAISSANCE READING</b>            |  |
|---------------------------------------|--|
| <b>BRIEF DESCRIPTION OF PROVISION</b> | <ul style="list-style-type: none"> <li>• Renaissance Reading is aimed at increasing the reading ages of all our students. Students’ reading ages must match their chronological age. Our <b>Y7, Y8, Y9</b> students are the focus of the programme.</li> <li>• <b>Y10 and 11-</b> students now focus on non-fiction texts. Articles have teacher made quizzes (<b>CSW and DCR</b>). Students quiz on these weekly.</li> <li>• These reading sessions are part of the school timetable and students spend one lesson a week in English participating in the programme.</li> <li>• The RR lessons are based in the Library and overflow classes are located in computer rooms - <b>B112/A007</b></li> <li>• Students also use tutorial time to read and are allowed to quiz at the hubs under supervision</li> <li>• Students are also expected to read for 20 minutes at home every day</li> <li>• Parents/carers must monitor the reading and sign the bookmarks of their child</li> <li>• The lessons run from September to July.</li> <li>• <b>30-40</b> pupils are involved at any given time</li> <li>• Students’ reading ages are tracked and monitored via the Star Early Literacy tests. They do these at the start of <b>September</b> to give us <b>baseline data</b> and they are then tested in December, April and June. We use the growth report to measure progress.</li> <br/> <li>• <b>Resources:</b></li> <li>• The programme -Accelerated reader quizzes, Star reading tests</li> <li>• Renaissance Partnership programme- Light package</li> <li>• Laptops and Computers</li> <li>• Licences for students and teachers</li> <li>• Cost of the RR books</li> </ul> |
| <b>PURPOSE(S) OF PROVISION</b>        | <ul style="list-style-type: none"> <li>• Reading is key to unlocking texts across all subject areas.</li> <li>• The RR programme helps to track, monitor and improve reading ages so that students can access the new GCSE exam which has a reading age of 15 years and 6 months. This is now 100% exam.</li> <li>• This is vital to improve reading comprehension speed and accuracy.</li> <li>• Develop academic language</li> <li>• Improve extended writing skills</li> <li>• The programme has also been put into place to inculcate a culture of reading.</li> <li>• The implementation will also be used to support students’ ability</li> </ul>  |

|  |  |
|--|--|
|  | <p>to deconstruct and decode texts, thereby improving literacy across the school.</p> <ul style="list-style-type: none"> <li>• Beginners in English also have access to the Start Early literacy programme which helps students to improve their alphabet, phonemic and word recognition skills.</li> <li>• Improve academic writing</li> <li>• The programme also allows teachers to encourage and instil confidence in students' ability to read large volume of texts.</li> </ul>   |
| <p><b>DESIRED<br/>BENEFIT(S) /<br/>OUTCOME(S) OF<br/>PROVISION</b></p> | <ul style="list-style-type: none"> <li>• Students are expected to increase the amount of reading done per day (20 min). They are also exposed to a larger variety of vocabulary making them more proficient with word recognition and comprehension. Students are also expected to improve their reading ages and book levels.</li> <li>• It is important for students to access various genres and types of texts so that they can have a deeper understanding of words in different contexts. The experience with a variety of contexts will help with implicit meanings and fluency. This will impact on their ability to access information in all subject areas.</li> <li>• Students have also become more secure writers and have won many competitions.</li> <li>• Students become accomplished readers and build reading stamina for assessments and exams. This will support the new curriculum demands of longer and more intensive exam expectations.</li> <li>• Students have already shown tremendous progress and many students are now avid readers. Reading must become embedded as part of their daily routine.</li> <li>• Outcomes: <ul style="list-style-type: none"> <li>• At least 11 months of progress school wide</li> <li>• 100% participation</li> <li>• Master School Status under the new rigorous criteria</li> <li>• 25 minutes of engaged reading minutes</li> <li>• Students at risk: below 10%</li> </ul> </li> </ul> |
| <p><b>EVALUATION<br/>PROCESS</b></p>                                   | <ul style="list-style-type: none"> <li>• At the beginning of the academic year students complete a Star reading test to create baseline data for their reading ages</li> <li>• Book level and points targets must also be set by teachers. This is evaluated and changed every half term</li> <li>• Students then repeat the Star reading test every term. This generates enough data about the progress of reading ages to evaluate the impact of the programme. Monitor progress of reading ages</li> <li>• The Growth Summary report also allows teachers and tutors to identify students who are not making the expected levels of progress and put into intervention.</li> <li>• Based on the data students read and quiz on books. Teachers have access to the Diagnostic report which has a record of the number of quizzes taken, the average % correct and the engaged reading time</li> <li>• The diagnostic report also has codes that signify that a student is struggling with a specific area. Teachers then implement specific strategies(that have been shared) to eliminate these codes</li> <li>• Monitor the progress of students using the reading dashboard</li> </ul>  |



|                                     |   |
|-------------------------------------|---|
|                                     | <p>Use the screening tool to track students who in need of urgent intervention.</p>   |
| <p><b>STAFFING OF PROVISION</b></p> | <ul style="list-style-type: none"> <li>• Teachers in the English department run the RR programme as part of the English curriculum</li> <li>• Tutors of years 7,8 and 9 are now also running the programme during tutorial sessions and this is monitored by YAMs and the reading coordinator Ms Rahman.</li> <li>• Year 10 and 11 students have now begun reading and quizzing on non-fiction articles.<br/> <b>Year 10s</b> have a lesson, every fortnight, in English- Article linked to English curriculum<br/> <b>Year 11s</b> read an article on Thursdays and quiz on Fridays. Articles linked to curriculum across the school(all departments)</li> <li>• The Librarian is also responsible for books and students access to the RR books. This responsibility is now shared by Kayleigh Blackwell: assistant Librarian.</li> <li>• Ms Simjee(replacement TBC) supports the English team and links with the RR team and programme manager. Also responsible for training of teachers and monitoring of data to support teachers and tutors attaining master class. This is also now supported by RR, CSK and K</li> <li>• <b>TAs</b> run p7 intervention on Monday, Tuesday and Wednesday to improve reading skills. Lead by ACH- monitored by RRa.</li> <li>• Duolog reading programme is facilitated by RRa. This includes the year 9s and 10s as reading coaches; the year 7s and 8s as reading mentees.</li> <li>• The Core team made up of LSA(SLT), WS,RRa,CSK and KB ensures that all aspects of the RR partnership programme is running smoothly and trouble shoot problems swiftly and effectively.</li> </ul> |
| <p><b>COST OF PROVISION</b></p>     | <p>Licence costs = £15,000<br/> Staff time estimate 5 hours per week £6,400</p>   |

|   |                         |
|---|-------------------------|
| <p>Form completed by: Ms. W. Simjee</p> | <p>Date: 06.11.2017</p> |
|---|-------------------------|

**SPIRITUAL, MORAL, SOCIAL, CULTURAL (SMSC) GR**

| <b>SPIRITUAL, MORAL, SOCIAL, CULTURAL (SMSC)</b>    |  |
|---|--|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | <p>Providing students with a range of opportunities both curricular and extra-curricular to develop a greater understanding and awareness of the issues facing modern society. These experiences involve working with a range of external providers including Oxfam, Diversity Role Models, Stonewall, Sex FM, Jan Trust, Anne Frank Trust, Eco-Schools, Just Different and others. These experiences will be delivered both within and outside of the curricular.</p> <p>Students will develop an understanding of a range of religions through PRS.</p> <p>Woodside High School is part of the Oxfam World Shapers Programme, the Global Learning Programme, Healthy Schools Programme, Eco Schools and a Stonewall School Champion.</p> |
| <b>PURPOSE(S) OF PROVISION</b>                      | <p>To provide a thoughtful and wide-ranging promotion of students' spiritual, moral, cultural and social development.</p> <p>To provide students with opportunities to expand their horizons and develop a sense of global citizenship.</p> <p>To provide students with experiences which help them to understand and uphold our school values of respect for everyone and celebration of diversity.</p>   |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | <p>For Woodside students to become fully rounded 21<sup>st</sup> century global citizens with a broad range of experiences.</p> <p>For students to develop an understanding of the importance of respect for all people regardless of ethnicity, religion, sexuality or gender.</p>  |
| <b>EVALUATION PROCESS</b>                           | <ul style="list-style-type: none"> <li>• Student Voice</li> <li>• PASS Attitudinal Surveys annually over three years to evaluate change in student attitudes</li> <li>• Kirkland Rowell</li> <li>• Feedback from external agencies and partner organisations</li> </ul>  |
| <b>STAFFING OF PROVISION</b>                        | <ul style="list-style-type: none"> <li>• GR</li> <li>• PRS department</li> <li>• Extended Schools staffing</li> <li>External Agencies</li> </ul>   |
| <b>COST OF PROVISION</b>                            | <p>Estimate 20 hours per week = £26,650</p>  |

|   |                       |
|---|-----------------------|
| <b>Form completed by: Ms. G. Robinson</b> | <b>Date: 25.10.17</b> |
|---|-----------------------|

## TEACHING ASSISTANTS: IN-CLASS SUPPORT GR

| <b>TEACHING ASSISTANTS: IN-CLASS SUPPORT</b>        |   |
|---|---|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | <ul style="list-style-type: none"> <li>• Aimed at students on the AEN register</li> <li>• Takes place during the school day (some TAs also support after booster sessions after school) within the classroom; other teaching spaces (e.g. Library, computer hubs) or classrooms for withdrawal work</li> <li>• Sessions (lessons) are 1-hour long</li> <li>• There are up to 30 students being supported at any one time depending on the needs of the class/nature of support</li> <li>• The teaching/learning resources used include: differentiated teaching materials</li> <li>• The special equipment needed depends on the needs of the student. For those with specialised needs (e.g. Visual Impairment) there is a requirement for specialised equipment (e.g. electronic aids, computer hardware and software)</li> </ul> |
| <b>PURPOSE(S) OF PROVISION</b>                      | The provision exists to facilitate access to the curriculum, to raise attainment, to facilitate achievement for all, to 'close the gap' in achievement  |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | <p>What specific advances students allocated to this provision are expected to make:</p> <p>To meet end of year and end of Key Stage targets (set according to relative progress/attainment for each student)</p>   |
| <b>EVALUATION PROCESS</b>                           | <p><b>How the extent to which the purpose(s) and desired benefit(s)/outcome(s) are ascertained:</b></p> <p>Intervention logs (Teaching Assistant records), review meetings, APP scores/levels (every half term), Teacher Assessment (every term), improved reading ages, regular observations of Teaching Assistants.</p>   |
| <b>STAFFING OF PROVISION</b>                        | <p><b>Who delivers the provision?</b></p> <ul style="list-style-type: none"> <li>• Teaching Assistants</li> </ul> <p><b>Reasons for staffing choice/s:</b></p> <ul style="list-style-type: none"> <li>• Subject specialism, skill sets, seniority of TA, effectiveness of TA (relevance of these attributes to the individual student)</li> </ul>   |
| <b>COST OF PROVISION</b>                            | n/a as work on above provisions   |

Form completed by: Ms. G. Robinson

Date: 25.10.17

| <b>WELLBEING ROOM</b>                               |  |
|---|--|
| <b>BRIEF DESCRIPTION OF PROVISION</b>               | Confidence building Group Programme for KS3 students. 12 week programme for targeted students based on Primary school information, classroom observations, and SDQ information, for incoming Year 7s. Referrals can also be made by HOYs for year groups above this. Support for students with mental health concerns and exam anxiety by providing a direct link to HEWs and CAMHS. |
| <b>PURPOSE(S) OF PROVISION</b>                      | Increase confidence, emotional resilience and self-esteem enables students to do well in secondary school.   |
| <b>DESIRED BENEFIT(S) / OUTCOME(S) OF PROVISION</b> | Help students overcome shyness, lack of confidence, low self-esteem, behavioural or emotional difficulties. To help students to manage mental health difficulties.   |
| <b>EVALUATION PROCESS</b>                           | SDQ measurement at the end of programme. Discharge information for ongoing referrals for assessment. Teacher and parent feedback.  |
| <b>STAFFING OF PROVISION</b>                        | Ms St George Hedley Wellbeing Room Manager<br>Occasional TA support  |
| <b>COST OF PROVISION</b>                            | 10 hours per week staffing and supervision<br>£12,800  |

|                                    |                |
|------------------------------------|----------------|
| Form completed by: Ms. G. Robinson | Date: 25.10.17 |
|------------------------------------|----------------|

Appendix A - Cost Analysis 2017 - 2018 JD

|   | Forecast Cost |
|---|---------------|
| AEN Consultancy                                 | £17,500       |
| AMA: Black and Minority Ethnic Programme (BAME) |               |
| AMA & Brilliant Club                            | £3,000        |
| AMA - Workshops, speakers, trips                | £2,800        |
| AMA: Peer Mentoring                             | £4,700        |
| Aspirational Days                               | £3,100        |
| BBC School News Report                          | £520          |
| Boosters (Period 7s)                            | £62,000       |
| Drama & Glee Club                               | £3,900        |
| Duke of Edinburgh Award                         | £3,370        |
| EAL Withdrawal KS3                              | £4,880        |
| EAL Withdrawal KS4                              | £9,400        |
| Extended Schools: Dance                         | £960          |
| Extended Schools: Jack Petchey Speak Out Award  | £200          |
| Extended Schools: Music                         | £22,000       |
| Extended Schools: School Trips                  | £14,350       |
| Extended Schools: Sports (After School Clubs)   | £11,900       |
| Family and Friends                              | £3,000        |
| First Story                                     | £5,700        |
| Hardship Fund                                   | £1,000        |
| Holiday Revision Sessions                       | £8,200        |
| Inclusion: Internal & External Agencies         | £135,400      |
| Interview Skills Day                            | £2,300        |
| Looked After Children (LAC)                     | £36,800       |
| Maths Watch VLE                                 | £450          |
| Mentors   | £80,200       |
| One Degree                                      | £18,500       |
| Renaissance Reading                             | £21,400       |
| Spiritual, Moral, Social, Cultural (SMSC)       | £26,650       |
| Student Support Centre                          | £62,000       |
| Wellbeing Room                                  | £12,800       |
| Teaching Assistants: In-class Support           | n/a           |
| Estimated total cost of provision               | £578,980      |
| Total number of pupils to benefit:              | 1000          |
| Average spend per pupil 2016/17                 | £578.98       |
| Forecast PP Income, including LAC, 2017/18      | £415,000      |

|                                  |                  |
|----------------------------------|------------------|
| Form completed by: Mr. J. Durbin | Date: 23-11-2017 |
|----------------------------------|------------------|