

# Woodlands Academy Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Woodlands Academy
Number of pupils in school	Nurs – Y6 154 Rec – Y6 138
Proportion (%) of pupil premium eligible pupils	Nurs – Y6 45.4% Rec – Y6 50.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Lisa Craig
Pupil premium lead	Katherine Brockett
Governor / Trustee lead	Huw Grove

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,471.
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>Total £106,471</b>

# Part A: Pupil premium strategy plan

## Statement of intent

We at Woodlands Academy accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We want each child to have a love of learning and acquire skills and abilities to fulfil both their aspirations and potential as an adult.

We are committed to supporting improved outcomes for our disadvantaged pupils. In order to help our pupils overcome their barriers to learning and be happy and successful we are guided by the following principles:

- Whole school ethos of **aspiration and attainment for all pupils**.
- **Inspire** our disadvantaged pupils to see and strive to meet their full potential.
- Through providing a range of effective **pastoral support**, children are able to overcome any emotional barriers and be able to focus on their learning.
- **Utilise evidence** (especially Education Endowment Fund) to decide which strategies are likely to be most effective in overcoming barriers to learning.
- Aim to instil a **life long passion for learning** in all pupils by providing strong grounding in English and Maths, along with knowledge and skills acquired and applied through a rich and varied curriculum.
- Belief that **high quality teaching** is essential for high attainment and needed to meet the needs of all pupils.
- Focus on the importance of ensuring all day-to-day teaching meets the needs of all pupils, rather than relying on interventions to compensate for teaching that is less than good. **Quality first teaching is paramount**.
- Have **high expectations** and avoid stereotyping disadvantaged pupils as all facing the same barriers to learning or having less potential to succeed.
- Systematically focus on giving pupils **clear and useful feedback** about their work and ways that they could improve it.
- Deploy staff effectively (teachers & TAs) to work with pupils who need the more support and training is provided where necessary to support pupils learning (through learnings from the DELTA Project).
- **High quality and early interventions** in place and needs identified through use of a variety of assessments and tracking system.
- **Provide well targeted support** to improve attendance and behaviour or links with families where these are a barrier to pupil's learning.
- Creating opportunities to gain different experiences through taking part in **extra-curricular experiences** including camps and clubs.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Emotional regulation needs & being ready to learn
2	Lower reading attainment and access to books
3	Lower language and vocabulary
4	Prior low attainment
5	Low attendance in comparison to peers
6	Lower range of experiences

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils are happy and keen to learn, being able to regulate their emotions in order to be ready to learn academically	<p>Pupil wellbeing and behaviour is monitored and shows pupils receiving support and interventions as needed, leading to less dysregulated incidents.</p> <p>Learning attitudes and behaviour are good for all pupils.</p> <p>Pupils reach individual attainment targets.</p>
Improved reading attainment with gaps narrowed to age related expectations	<p>Pupil premium children achieve in line with their peers in reading.</p> <p>Pupils are fluent readers.</p> <p>100% of pupil premium children pass their phonics screening by the end of KS1.</p>
Language and vocabulary in line with peers	<p>Language screening takes place early to identify both class and individual needs.</p> <p>Language and vocabulary gaps narrow following interventions across the school.</p>
Raise the attainment of all pupil premium children to narrow the gap to national non-disadvantaged attainment with pupils making accelerated progress in core subjects	<p>Pupils make at least good progress in Reading, Writing &amp; Maths.</p> <p>Pupils reach individual attainment targets in Reading, Writing &amp; Maths.</p> <p>KS1 pupils have a mastery of number when they leave KS1 which leads to improved Maths attainment at end KS2 is line with national attainment.</p> <p>Consistently good or better quality of education across the school.</p>

<p>Improved attendance and reduced lateness with attendance in line with non-disadvantaged pupils</p>	<p>Attendance policy fully implemented. Pupil premium children to reach whole school target of 97%. Fewer pupil premium children below 90% attendance. Decrease in persistent absence of pupil premium children.</p>
<p>Children are proud to come to school in school uniform</p>	<p>Basic school uniform is provided for pupil premium children to help overcome the disadvantage gap. All children wear school uniform on a daily basis.</p>
<p>Pupil's experience a wide curriculum and visit places outside their local community</p>	<p>Behaviour and attitude to learning is good from all pupils. Uptake for Y4 &amp; Y6 camp is high from pupil premium children. Visitors into school provide additional experiences and positive role models.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £49,084

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop whole staff understanding of what quality first teaching is and how staff ensure this in their own teaching</p> <p>Continue work with other schools, clusters and trusts</p> <p>Maintain single form classes in Key Stage Two</p>	<p>Educational research by Charlotte Danielson (The Danielson Group) has developed a Framework for Teaching showing the key elements of teaching and how, when they are delivered to a high standard consistently, children will attain better. By working with this frame work teaching will be consistently good or better and children will reach their individual attainment targets.</p>	<p>2 &amp; 4</p>
<p>Develop oracy to improve across the school children's language/oracy, vocabulary and learning skills</p>	<p>EEF research shows</p> <ol style="list-style-type: none"> <li>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</li> <li>2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</li> <li>3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</li> <li>4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on</li> </ol>	<p>2 &amp; 4</p>

	speaking and listening activities separately where needed to meet particular needs.	
<p>Intervention training for TAs</p> <p>Phonics and Guided Reading in line with our new phonics scheme</p> <p>Maths Hub training for Mastering Number</p> <p>Adaptive Teaching</p>	EEF research show that highly trained and highly skilled have maximum impact on the pupils they support. Current TAs are not training in delivering specific interventions as recommended by the EEF.	2 & 4

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver interventions in Reading, Writing & Maths by TAs to ensure current gaps are closed and no new ones arise.	EEF research show that children make more progress when a school adopts evidence-based structured interventions that are delivered in full. A structured approach to interventions enables tracking to take place and impact to be measured. By adopting this approach gaps will be closed in learning and children will meet their individual targets.	2, 3 & 4
Deliver early morning interventions by one TA during breakfast club to maximise time during the school day	To maximise learning time 1 TA's hours have been adjusted to facilitate learning outside of the normal school day. Pupil premium children are targeted to attend an intervention that meets their learning needs and closes gaps in learning to enable pupils to meet their individual targets.	2 & 4

Through regular and targeted assessments identify areas of need in early reading & phonics and deliver reactive interventions to close gaps swiftly	EEF study showed that the biggest indicator for achievement later in life was reading capability. Phonics and early reading at the building blocks for reading. Phonics and early reading intervention are low cost with high impact. Through regular targeted assessment gaps can be identified early and closed swiftly through interventions. Pupils are then able to meet their individual reading targets and their targets in other areas of the curriculum.	2
Through regular and targeted assessments identify areas of need in Reading, Writing and Maths	EEF study showed that embedding formative assessment practices help teachers understand pupil learning, identify areas for improvement, and adapt teaching strategies to individual needs, thereby enhancing pupil attainment.	2, 3 & 4
Promote and encourage a love for reading at KS2 through the use of Accelerated Reader	Research from numerous bodies proves how important the ability to read and love of reading is to future learning. Through the use of a structured reading approach at KS2 this builds on KS1 learning and develops comprehension, vocabulary and confidence.	2

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £41,148.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the attendance of pupil premium children	If pupils are not in school they cannot catch up on missed learning and their gaps in learning just keep getting wider. Historically, as a group, pupil premium children have lower attendance than non-pupil premium children. Pupil premium children need to have exception attendance and meet the school target (97%) so that they consistently receive teaching that meets their needs and interventions that narrows gaps in learning. This needs to be done through relaunch and robust application of the MAT attendance policy.	5

Free breakfast club to support improved attendance and attainment for pupil premium children	The charity, Magic Breakfast, has worked with school for over 20 years to ensure the most disadvantaged children have a nutritious breakfast. Hungry children cannot concentrate on learning. At woodlands we run a free breakfast club to ensure all disadvantaged children have access to a free breakfast and can use breakfast club to ensure they are not late for school.	5 & 6
Family Support Worker intervention and support	Many studies and professional bodies recognise that a child's emotional needs to need to be met before they are able to focus on their learning. FLW predominantly supports pupil premium families and directs them to outside agencies as needed. She works directly with pupil premium children to support their wellbeing and mental health to allow them to concentrate in lessons and focus on their learning.	1
Break and lunchtime opportunities for emotional/wellbeing support via targeted or self-referred pastoral support	Pupils will also be able to attend drop in sessions with the Pastoral Team (FSW) so that their emotional needs can be met.	1 & 2
Structured wellbeing and behaviour interventions delivered by FSW to improve readiness and ability to learn and regulate their emotions	Increase in the number of pupils, and younger pupils, who are unable to regulate their emotions. This leads to them being dysregulated and not able to focus on their learning, leading to reduced progress towards their individual attainment targets.	1
Improved experiences for pupil premium children	Historically experiences of pupil premium children are less than their peers. School trips are planned carefully to be the cheapest they can be and not at financial pinch point times for families. School camps are 50% funded for pupil premium children to ensure as many pupils as possible can attend.	6
All children to have access to and wear school uniform through school providing a set for all children.	School uniform plays a key role in promoting pride, self-confidence, and a feeling of belonging within the student body. These factors contribute to students' wellbeing, removing the additional pressures of deciding what to wear and added stress of meeting the expectations of their peers.	1

**Total budgeted cost: £103,350.69**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

End of year assessments across core subjects show that the attainment of end of year age related outcomes and progress of pupils experiencing disadvantage was lower than pupils who aren't. In Year 1, pupils experiencing disadvantage attained better than non-PP in Reading and Writing and equally as well in maths.

End of KS2 outcomes show that attainment of the expected standard was higher in pupils experiencing disadvantage compared to those who weren't, across Reading, Writing, Maths and combined.

For the last 3 years, the percentage of children experiencing disadvantaged meeting End of KS2 expectations as increased each year. However, this figure remains below the national average.

There were no clear patterns of the progress made by pupils experiencing disadvantage. The gap between Writing and Maths attainment of pupils experiencing disadvantage and those who aren't is bigger than the gap in reading.

Following a move into a new academy trust mid-year, a significant amount of time was spent implementing new assessment processes and more rigorous ways of tracking pupils progress and gaps. Quality of Education appears to be good during lesson visits, however the outcomes do not match.

Moving into 2024/25, these processes need to be embedded and be used consistently across the school to ensure children are targeted quickly and their gaps addressed more effectively and in a timely manner. We will utilise the wide pool of expertise from within the trust to continue to refine our curriculum and provision to be designed through the "lens of disadvantage" ensuring all children experience a broad and balanced curriculum designed to meet their needs. In line with the academy trust, Core Team Meetings will take place two weekly, with all members of the year group, with a particular focus on attainment and attendance of pupils experiencing disadvantage.

Daily, breakfast club is busy with children having breakfast and completing a range of activities. About 30 children attend every day and a lot of these are experiencing disadvantaged. For some this ensures the children have eaten ready to learn, for some it is an opportunity to have a softer and calmer start transitioning from home to school and for others to give social interactions they would not necessarily get otherwise.

Moving forward in 2024/25, children experiencing disadvantage will have more opportunities to carry out activities that address their academic needs as well.

Half price camps have continued to allow more children to attend the camps and have the same opportunities as their peers. Often it is the disadvantaged children who excel on these visits and embrace the opportunities.

Where interventions were put in place, there was varying success. Consistency of interventions was varied due to staff capacity and absence. In addition to this, poor attendance of some children had an impact on the success of the intervention and closing learning gaps. The introduction of Core Team Meetings in the 2024/2025 academic year will be a key focus to allow us to track the progress more regularly and rigorously of children experiencing disadvantage, ensuring their needs are met and gaps closed in a timely manner.

There continued to be a number of children who required pastoral support during the 2023-24 academic year. The most common reasons for support were increased anxiety, social/friendship issues and physical behaviour. The FLW next academic year will continue to address these needs.

Attendance of children experiencing disadvantage was less than the whole school attendance and their peers who do not experience disadvantage.  
PP – 89.5% and Non-PP – 93.6% All- 91.5%.

The FLW and Assistant Principal worked with families to address the attendance of the identified families and referrals were made to the EWO as required. As attendance remains low across the school and with normal attendance expectations back in place, improving attendance remains a focus both on the pupil premium strategy and the academy improvement plan. We will continue to be more rigorous with our attendance strategy for the 2024/25 academic year, utilising the South-West Attendance Network and CLF network to gain further support in this area.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
None used	