

Woodlands Academy Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2025 to 2028 academic years) 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 (25/26) and the effect that last year's (24/25) spending of pupil premium had within our school.

School overview

Detail	Data
School name	Woodlands Academy
Number of pupils in school	Rec – Y6 115
Proportion (%) of pupil premium eligible pupils	Rec – Y6 53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	
Pupil premium lead	Katherine Brockett
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,351
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Total £102,351

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	Some of our children in receipt of PP funding have emotional regulation needs & difficulties being ready to learn
2	Some of our children in receipt of Pupil Premium funding are working below the age-related expectation in writing
3	Some of our children in receipt of Pupil Premium funding have lower language and vocabulary development
4	Some of our children in receipt of Pupil Premium funding are not working at the age-related standard for combined Reading, Writing and Maths. <i>Although KS2 outcomes for reading, writing, maths and 'combined' in KS2 2025 were the highest the school has seen in (at least) 3 years, there remains a gap in attainment between those in receipt of PP funding and those who are not.</i>
5	Lower attendance of pupils in receipt of PP funding in comparison to peers

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	Pupil wellbeing and behaviour is monitored and shows pupils receiving support and interventions as needed, leading to less dysregulated incidents. Learning attitudes and behaviour are good for all pupils.
Improved writing attainment with gaps narrowed to age related expectations	Pupil premium children achieve in line with their peers in writing. KS2 writing outcomes are in line with national.
Improved communication, language and oracy skills for children in receipt of Pupil Premium funding.	Children will be able to use a broad range of vocabulary for a variety of purposes.
Improved combined outcomes for children in receipt of Pupil Premium funding.	End KS2 is line with national attainment. KS2 outcomes in 2025/26 show the gap is closing between PP and non-PP outcomes for combined.
Improved attendance for children in receipt of Pupil Premium funding.	Attendance policy fully implemented. Attendance for children in receipt of Pupil Premium funding will be 95%+ by the end of the year.

	Decrease in persistent absence of pupil premium children.
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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: £46166

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching PD for all staff, (Teaching and Learning Framework) 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 KS2</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the_tiered_approach_to_pupil_premium_spending.pdf?v=1726139801</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1725368461</p>	2 & 4
<p>Develop oracy to improve across the school children's language/oracy, vocabulary and learning skills</p>	<p>Oral language interventions EEF https://voice21.org/why-oracy-matters/</p>	2, 3 & 4
<p>Training for TAs and new to year group teachers</p>	<p>EEF research show that highly trained and highly skilled have maximum impact on the pupils they support.</p>	2 & 4

Phonics and Guided Reading in line with our phonics scheme	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8645

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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 3 & 4
Through regular and targeted assessments identify areas of need in Reading, Writing and Maths Use of PiXL To continue to implement a “Find the gap: plug the gap” approach that focuses on key children and monitor progress. - Attendance at conferences for staff - Core team meetings	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. https://www.pixl.org.uk/about-us	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	3 & 4

	<p>structured reading approach at KS2 this builds on KS1 learning and develops comprehension, vocabulary and confidence.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>https://uk.renaissance.com/products/accelerated-reader/</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £47540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the attendance of pupil premium children</p> <p>Attendance team.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5
<p>Financial support:</p> <p>Free breakfast club to support improved attendance and attainment for pupil premium children</p> <p>All children to have access to and wear school uniform through school providing a set for all children.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1734886087</p>	1 & 5
<p>Family Support Worker intervention and support</p> <p>Hamish and Milo Structured wellbeing and behaviour interventions delivered by FSW to</p>	<p>https://hamishandmilo.org/theoretical-context/</p> <p>Social and emotional learning EEF</p>	1 & 5

improve readiness and ability to learn and regulate their emotions		
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. Social and emotional learning EEF	1 & 5
Improved experiences for pupil premium children Year 4 Camp Year 6 Camp Trips	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1 & 5

Total budgeted cost: £102351

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 2024 to 2026 academic year.

Pupil Premium Data from 2024-25

End of KS2 results

KS2 combined 65% (all), 54% (PP)

KS2 reading 77% (all), 62% (PP)

KS2 writing 73% (all), 69% (PP)

KS2 maths 81% (all), 69% (PP)

PP data is higher than PP national average.

Y4 MTC results

Average mark – 22.7 (all)

Average mark – 22.3 (PP)

PP data is higher than PP national average

Y1 Phonics results

75% (all) 70% (PP)

PP data is higher than PP national average

EYFS GLD results

74% (all) 63% (PP)

PP data is higher than PP national average

This year we have been pleased with the progress and attainment of our children experiencing disadvantage who, as a group, are attaining higher than Pupil Premium children nationally.

However, despite this success, there remains a noticeable gap between the attainment of children experiencing disadvantage and their non-disadvantaged counterparts, particularly in Maths attainment at the end of KS2.

By continuing to focus on high-quality teaching and targeted support, we remain committed to closing the attainment gap.

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	