

Woodlands Academy Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 161 Rec – Y6 157
Proportion (%) of pupil premium eligible pupils	Nurs – Y6 49.1% Rec – Y6 47.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
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	£110,580
Recovery premium funding allocation this academic year	£11,020
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	£121,600 + School Led Tutoring £4792.50 Total £126,392.50

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 & Maths.</p> <p>Pupils reach individual attainment targets in Reading, Writing & 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 & 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: £39,988

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</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 & 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"> 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 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. 3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. 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 	<p>2 & 4</p>

	speaking and listening activities separately where needed to meet particular needs.	
Intervention training for TAs Phonics in line with our new phonics scheme	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
HLTA/TA to support in class	Additional support in classes facing the most barriers will enable pupils to receive more adult support and raise attainment. Links to the DELTA Project.	1, 2 & 4

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

Budgeted cost: £44,390

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 &	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	2

phonics and deliver reactive interventions to close gaps swiftly	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.	
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
Deliver 1:1/small group tutoring in Reading, Writing & Maths based on current need to ensure pupils recover from school closures	DfE have given additional funding to facilitate tutoring. Highly trained TAs delivering interventions and tutor sessions linked specifically to the needs and gaps in learning will ensure pupils meet their individual targets. These sessions will build on targeted support during in class lessons.	2, 3 & 4

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

Budgeted cost: £50,708

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	5 & 6

	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.	
Family link worker support (FLW)	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	Add in importance of pastoral support evidence. Pupils will also be able to attend drop in sessions with the Pastoral Team (FLW & Pastoral TA) so that their emotional needs can be met.	1 & 2
Structured wellbeing and behaviour interventions delivered by Pastoral Team to improve readiness and ability to learn and regulate their emotions	Add in importance of pastoral support evidence. 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: £135,086

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 2022 to 2023 academic year.

End of year assessments across core subjects show that the attainment and progress of disadvantaged pupils was lower than non- disadvantaged pupils. There were a few areas where disadvantaged pupil made more progress than their peers (Y1 writing, Y1 maths and Y5 writing). There were no clear patterns of the progress made by disadvantaged pupils, with some children making outstanding progress in some subjects and some making slow progress. This is skewed by a child on roll but not being educated on our site.

A significant amount of time was spent updating and backtracking the assessment system to help consistency in teacher judgements and to highlight the gaps in children's knowledge that need to be filled. Quality of Education appears to be good during lesson visits, however the outcomes do not match.

Moving into 2023/24 the gaps in learning need to be closed quicker and children targeted for additional support. Children need to be writing more often and mental arithmetic needs to be planned in explicitly. Our assessment system needs to be refined to ensure there is clear tracking of key skills and that gaps are being filled effectively and in a timely manner.

Our assessment of the reasons for these outcomes highlights the impact of Covid-19, school closures (including strike action) and disrupted learning in core subjects to different degrees due to some staff absence. As evidenced across the country, school closure was the most detrimental to our disadvantaged pupils, as they did not always attend school (although able to) or benefit fully from the previous pupil premium funded targeted interventions and initiatives we had intended to offer. The impact was slightly mitigated by the quality curriculum we maintained throughout online learning and our ability to loan laptops to every child who needed one to enable them to access remote learning, although how much this was accessed was inconsistent leaving greater gaps in the children's knowledge than they had previously.

Where interventions were put in place, there was varying success. Analysis of outcomes show poor attendance of some children and staff absence had a profound impact on the success of the intervention and closing learning gaps. The school built on the NELI programme from last year by identifying the need to look further into oracy. Staff attended Primary Talk training and took part in the SSLiC programme last academic year. Elements of Primary Talk were useful, however the input linking to the SSLiC project was considerably more useful. Development in this area was recognised by,...

Over the course of 2021/22, there was an increase in the number of children who require pastoral support compare to pre-pandemic levels and this continued to grow in the 2022/23. The most common reasons for support were increased anxiety, social/friendship issues and physical behaviour and a pastoral support TA will work alongside the FLW next academic year to continue to address these needs as they have done for part of this year.

Attendance of disadvantaged children was less than the whole school attendance.

Disadvantaged – 91.5% and whole school 93.3%

The FLW 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. There will be a more rigorous attendance strategy for the 2023/24 academic year and the school is joining the South-West Attendance Network to gain further support in this area.

Refining the curriculum continues to be a key focus to ensure all children are getting a broad and balanced curriculum allowing them to develop subject specific skills and knowledge.

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 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.

Half price camps have allowed 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.

School uniform was distributed to families last year to help children feel part of the school community and to ensure all children had access to the agreed clothing for school. This helped some families.

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	