



# Woodlands Academy

## Pupil Premium Strategy Statement 2020/2021

### School overview

Metric	Data
School name	Woodlands Academy
Pupils in school	211 pupils (183 R-Y6)
Proportion of disadvantaged pupils	<b>N-Y6</b> 86 PP 40.8% 75 FSM 35.5% <b>R-Y6</b> 82 PP 44.8% 71 FSM 38.8%
Pupil premium allocation this academic year	£103,140
Academic year or years covered by statement	1 year
Publish date	1 <sup>st</sup> September 2020
Review date	1 <sup>st</sup> July 2021
Statement authorised by	Tracy French
Pupil premium lead	Heather Morris
Governor lead	Emma Scott

### Disadvantaged pupil progress scores for last academic year

Progress from KS1-2	Score
Reading	-3.19
Writing	2.26
Maths	-3.86
Attainment at KS2	Score
Reading	38%
Writing	77%
Maths	62%
Combined	38%

## Strategy aims for disadvantaged pupils

<b>Measure</b>		<b>Score</b>
Meeting expected standard at KS2 (2019-20)		Combined: 55%, Reading 65%, Writing: 65%, Maths: 65%
Achieving high standard at KS2 (2019-20)		Combined:9%; Reading: 16%; Writing: 16%, Maths: 9%
<b>Aim</b>	<b>Target</b>	
Attainment in Reading	To raise attainment of all disadvantaged pupils to narrow the attainment gap to national non-disadvantaged attainment.	
Attainment in Writing	To continue to improve attainment of all disadvantaged pupils to narrow the attainment gap to national non-disadvantaged attainment.	
Attainment in Mathematics	To raise attainment of all disadvantaged pupils to narrow the attainment gap to national non-disadvantaged attainment.	
To increase pupils' vocabularies and spoken language	Pupils' vocabulary will be increased and this will be evident within speaking and listening and in their writing.	
To ensure that all pupils, irrespective of prior attainment and barriers to learning have access to a rich, broad and challenging curriculum with planned progression throughout the school.	<p>To implement the new Woodlands curriculum to ensure that the curriculum design and delivery is in line with good practice and Ofsted expectations.</p> <p>To ensure pupils access the curriculum and wider opportunities of enrichment.</p>	

<p>Barriers to learning this strategy addresses</p>	<p>Deprivation – the IDACI Index shows a high level of deprivation within the community.</p> <p>Attendance – higher than average persistent absence means less exposure to teaching and a higher risk of children falling behind in their learning.</p> <p>Social &amp; Emotional needs – in some cases, these can inhibit/prevent learning or impact upon others’ learning.</p> <p>Gaps in learning can result in pupils not meeting age related expectations in reading, writing and maths.</p> <p>Language - in some cases, limited vocabulary and language skills can impact upon learning.</p> <p>Cultural Capital –in some cases there may be limited exposure to life experiences which can significantly increase a child’s knowledge and understanding of the world in which they live in.</p> <p>Parental Engagement &amp; Support from Home –home support can significantly increase a child’s attainment &amp; rate of progress. We aim to ensure that all pupils have opportunities to consolidate basic skills and experience cultural and sporting enrichment.</p>
<p>Projected spending</p>	<p>£104,884</p>

### Teaching priorities for current academic year

<p><b>Aim</b></p>	<p><b>Activities</b></p>
<p>To ensure that young children have educational pre-school experiences which prepare pupils for school and academic success.</p>	<p><b>EARLY YEARS &amp; FOUNDATION STAGE (EYFS):</b>  Quality first teaching is essential for a real focus on engagement with pre-reading, early number concepts and verbal reasoning.</p> <p>Woodlands will ensure that disadvantaged children benefit from high quality programmes and activities that include:</p> <ul style="list-style-type: none"> <li>- The delivery of high quality phonics programme, reading structure and reading initiatives.</li> </ul>

	<ul style="list-style-type: none"> <li>- Structured Maths curriculum with targeted group work to promote numerical skills.</li> <li>- Social development</li> <li>- Lead on SALT: Specialist TA to liaise with SALT and deliver targeted sessions.</li> </ul>
<p>To ensure that pupils' vocabularies are proactively increased</p>	<p>To ensure planning and subsequent provision develops the range of vocabulary and understanding of words. This will then be applied to given tasks and visually through classroom learning environment and displays before being translated into writing.</p> <p>To ensure that focused support for disadvantaged pupils reaching the expected standard in phonics check at end of Year 1 is effective and consistent approach to teaching of phonics is embedded.</p> <p>To improve the accuracy of spellings. Phonics programme includes the teaching of tricky words, plus spelling rules and patterns are taught to pupils. Spellings and phonics are assessed every term. ILD is used to inform the gap analysis for vulnerable pupils and support and provision adapted to address any needs.</p>
<p>To ensure that the whole school reading approach accelerates progress.</p>	<p>Whole school reading: promoted in all areas of the school. Weekly library sessions at KS1 and reading areas promote reading engagement. Target Tracker and Star Reading Tests show pupil progress within each year groups in respect to the National Curriculum and reading age.</p> <p>Phonics Bug is used to teach phonics in EYFS and KS1 and apply the phonics learnt to reading. All children access teaching of the phase appropriate for their age, regardless of their ability, and additional catch up interventions take place out of phonics lessons to close any gaps. Children take home a phonics book appropriate for their level and book banded book to practise reading at home.</p> <p>Active Reading is taught from EYFS upwards in a consistent format. Success criteria are being developed and implemented to ensure reading skills are progressive across the school.</p> <p>Accelerated Reader is used across KS2 to engage pupils with high quality text matched to their reading ability. Children are expected to quiz after each book they have read</p>

and class laptops facilitate this. Whole school challenges, competitions, display and rewards encourage engagement. Accelerated Reader is promoted at home through parental home access. This is encouraged with the children, on newsletters and at parents evenings. New selections of books give a wide range of texts for children to access at their ability level and these are updated yearly.

Book banding is used for EYFS and KS1 home reading books. Pupils are assessed regularly using benchmark to ensure they are reading the most appropriate book to maximise their progress. Regular opportunities to change books with an adult are facilitated. Assessments are recorded in class folders. Book banding will ensure targeted and tiered reading will increase accessibility. A wider selection of early reading books are now available along with phonics books.

Target readers are identified using triangulated data: teacher assessment, Target Tracker and benchmark/Star Reading Test data. Pupils are then RAG rated according to vulnerability and will receive intervention from: Teacher, TA, or trained volunteers. We will have a drive on volunteers once visitors are allowed back into school. High risk disadvantaged pupils will receive additional reading support and intervention from a teacher, TA or trained volunteers. TAs will be upskilled and developed into early reading specialists to enable them to deliver high quality phonics and reading interventions at KS1 and Y3. An additional teacher at KS2 will deliver bespoke reading and comprehension interventions for targeted disadvantaged pupils.

Topic driven and pupil preference reading is used to engage reading. Bespoke reading intervention and support to be put in place where vulnerable pupils are identified and supported to meet age related expectations.

Reading folders will demonstrate regular assessment, tracking and next steps and intervention.

Word recognition (common exception words), fluency (speed reading) and assessment for learning outcomes used to identify and support key marginal pupils.

Oral language promoted in the curriculum and through phonics delivery: Daily phonics lessons across KS1 and EYFS with additional interventions in Y2 and Y3 for those children who did not take or pass the phonics screening test to further develop phonic knowledge and support. Assessment cycle in place to inform groups and identify focus pupils. 1:1 or small group target phonic provision for vulnerable pupils x 1 a week. Phonics resource packs sent

	<p>to home settings to support vulnerable pupils. Phonics lead completes audits for resources and ensures that material is accessible and tailored towards level of need. Phonics and English Lead plan and deliver CPD and monitor the effectiveness of quality first teaching through phased monitoring.</p> <p>To improve parental engagement and reading routines in the home setting. Continue to promote karate reading bands to encourage strong reading routines and parental engagement. Regular reading assemblies and afternoon bedtime stories along with termly story cafes will be scheduled to demonstrate the teaching of reading and writing that can reinforced in the home setting.</p>
<p>To ensure that the whole school writing approach accelerates progress.</p>	<p>To ensure a cohesive whole school approach to the delivery of writing we have focused on quality first teaching through the clear structure of teaching units. Texts used often link to topics and always develop vocabulary. Writing skills are developed through a consistent school structure that builds up to independent extended writing (showcase writing).</p> <p>To ensure high quality writing expectations are an integral part of the broad and balanced curriculum. Specific grammar skills will be transferred to all subject areas. Pupils will have regular extended writing opportunities in all subject areas. Effective subject leadership monitoring will uphold standards and expectations.</p> <p>Handwriting: High expectations for presentation and handwriting are demonstrated at all times. The teaching of handwriting is explicit each week through the use of Letter Join scheme. Misconceptions are addressed in all lessons. Teachers model high quality presentation during delivery. Visual writing prompt: finger spacing, letter mats and letter formation aids are in place for vulnerable pupils. The development of fine motor skills is a focus in EYFS.</p> <p>Learning Environments: All learning environments promote high quality English modelling and working walls are used to show high expectations and support vulnerable pupils in class, or around school. Weekly learning is captured on working walls and pupils have the opportunity to reflect on new learning. Vocabulary displays and spelling boards are in place to encourage more ambitious use of vocabulary along with evidence of weekly spellings.</p>

<p>To ensure that the whole school maths approach accelerates progress.</p>	<p>Times tables teaching is precise and focused and explicitly taught across the school, in an agreed order, to ensure all tables are grasped by Year 4. Times Table Rockstars is used to facilitate learning opportunities; including at home or during unstructured time in school and during breakfast club. Further development of the use of Times Table Rockstars, such as regular competitions, will be developed to maintain interest and enthusiasm and promote secure knowledge.</p> <p>Maths sessions taught using Power Maths programme following a maths mastery approach. Target Tracker gap analysis and AfL is effective across the school and informs planning. Children have regular opportunities to consolidate basic skills that are age appropriate. Target children in KS2 are identified and will be supported by support staff, class teacher and additional teacher.</p> <p>Power Up sessions held daily to facilitate the opportunity to revisit previous learning for consolidation and to assess prior learning has embedded.</p> <p>Maths working walls updated daily/weekly and used to remind children of prior learning and enable them to reflect on their weekly mathematics learning. Reasoning regularly forms a part of maths lesson, whilst developing mathematical vocabulary.</p> <p>The CPA approach will underpin all mathematics learning across the school, including EYFS. Children are increasingly able to show their understanding by using manipulative, pictorial representation and abstract representation.</p> <p>Parent events and maths cafes will be held termly to up-skill/inform home settings run by class teachers and/or subject leaders.</p>
<p>To use CPD to ensure that teaching is precise and of high quality</p>	<p>Triangulated evidence on quality of teaching (including assessment and planning) will be used to inform CPD cycle.</p> <p>SLT, English and Maths leaders to monitor practice and work alongside staff to develop subject knowledge, pedagogy and consistency on an on-going basis.</p> <p>Directed time to be used to enable staff to collaborate on consistent, accurate formative assessment to inform planning and practice.</p>

Barriers to address	<p>Recruitment and retention of staff in order to provide quality first teaching and learning support.</p> <p>Staff workload</p> <p>Time management</p> <p>Staff absence</p>
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### Targeted academic support for current academic year

Aim	Activities
To use an intervention and support approach to meet individual needs of disadvantaged learners	<p>To monitor the impact of provision and ensure that gaps and needs are identified and mitigated.</p> <p>For staff to deliver bespoke intervention, or in-class support on a daily basis according to need.</p>
To ensure that additional adults are deployed effectively to address learning areas identified in assessment.	<p>To identify areas for development using different types of formative assessment, including: AfL, Target Tracker, summative testing and gap analysis.</p> <p>To ensure teaching sequences are adapted according to assessment.</p> <p>To monitor and support teachers in deployment of additional adults to ensure best practice.</p>
Extra teacher at KS2	To provide capacity and alternative strategies to ensure that needs are identified and met in accordance with social, emotional, attendance and learning needs.
Barriers to learning these priorities address	<p>Consistent interventions delivered with accurate records kept.</p> <p>The impact of guided group activity or intervention.</p> <p>CPD opportunities for support staff are an integral part of pupil premium provision.</p> <p>Staff and child absence</p>
Projected spending	£49,724



## Wider strategies for current academic year

Aims	Activity
<p>To meet the needs of pupils so they are ready to learn</p>	<p><b><u>Safeguarding:</u></b> Family Link Worker (FLW) to work directly with individual children and parents to support their child to be ready to access their learning. Staff are able to refer children to the FLW. The FLW and SLT will work closely with social care to support the most vulnerable families.</p> <p><b><u>Attendance:</u></b> Policy and guidelines for good and regular attendance and punctuality demonstrate clear routines and expectations for the school community. Activities include:</p> <ul style="list-style-type: none"> <li>- EWO engagement to unpick complex home settings through a referral process</li> <li>- Attendance contracts initiated for persistent absentees</li> <li>- Home visits for absentees who are causing particular concern</li> <li>- Late gate to challenge punctuality</li> <li>- Continual promotion of good and regular attendance throughout the school and school community</li> <li>- Free breakfast club for pupils</li> <li>- Home-school communication to share attendance percentages</li> </ul> <p><b><u>Mental Health and Well-Being:</u></b> An ethos exists in school where staff know and care about pupils and respond to their individual needs. Where appropriate mentoring, counselling, self-esteem, trauma and bereavement guidance is implemented. Family Link Worker has a wide range of strategies to support the mental health and well-being of children to be delivered 1:1, in small groups or as a whole class.</p>
<p>To maximise the reach and impact of Breakfast Club:</p>	<p>To provide structured learning activities for pupils before school; including reading, maths and writing.</p> <p>To provide early morning intervention that is based on summative assessment and formative assessment findings for target children.</p>
<p>To increase pupils' cultural capital and experiences at Woodlands.</p>	<p>To embed a curriculum framework which is in line with the new Ofsted expectations to be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.</p>

	<p>To use the local environment to raise pupils' awareness of local characteristics.</p> <p>To bring in visitors to add context to learning and inspire pupils.</p>
Barriers to learning these priorities address	<p>Attendance – particularly for children who have parents who struggle in the mornings and to get their children to school.</p> <p>Diverse range of social and emotional needs to be met across the whole school</p> <p>Cost to fund and support breakfast club and the range of provision.</p> <p>Cost to support learning opportunities beyond the locality.</p>
Projected spending	£33,825

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Inconsistencies in teaching approaches in reading, writing and maths. Ensuring that whole school initiatives in reading, writing and mathematics are embedded and an integral part of practice.</p> <p>Ensuring that formative assessment is used effectively to plan and deliver teaching sequences. Ensuring that effective communication between different members of staff supports this.</p> <p>Ensuring enough time is provided for effective CPD.</p>	<ul style="list-style-type: none"> <li>- Teaching and learning leaders to monitor quality of teaching and support its development.</li> <li>- Teaching and learning leaders to adopt standardisation, moderation, scrutiny, perceptions and observations of initiatives and impact.</li> <li>- CPD cycle to allow regular dialogue and sustained focus on key school improvement priorities.</li> <li>- To use good practice eg EEF maximising impact of TA to ensure effective deployment to support learning.</li> </ul>
Targeted support	The time, staffing, space and costing available to support alternative strategies and provision.	<ul style="list-style-type: none"> <li>- SLT, SENDCo and FLW to monitor the quality of provision and need in respective areas.</li> </ul>

	<p>Ensuring that the deployment of adults addresses the learning needs of children.</p> <p>The reliability of data and assessment to provide bespoke provision.</p>	<ul style="list-style-type: none"> <li>- To use good practice eg: EEF maximising impact of TA to ensure effective deployment to support learning.</li> <li>- SLT/Subject Leaders to moderate and standardise pupil outcomes to that data is reliable.</li> </ul>
Wider strategies	<p>Ensuring that home-school maintain positive relationships so that alternative strategies or external agency support can be accessed; i.e Early Help, Family Support and EWO/Attendance Officer</p> <p>Ensuring that pupils access breakfast club to take full advantage of this free provision. Ensuring provision for reading, writing, maths is available during this time.</p> <p>Ensuring planned opportunities for Cultural Capital raise aspirations and have maximum impact.</p>	<ul style="list-style-type: none"> <li>- FLW/SLT to maintain positive relationships with home setting to ensure families access relevant services and use feedback to improve provision</li> <li>- FLW, SLT and core subject leads to monitor breakfast club quality of provision and its development.</li> <li>- HoS to oversee and monitor quality of provision and its development through curriculum delivery.</li> </ul>

### Review: last year's aims and outcomes

<p><b>A)</b> To create extra capacity in the leadership team to improve the quality and consistency of teaching.</p> <p>To ensure quality first teaching (accurately pitched and with high expectations) for disadvantaged pupils.</p>	<p>KS2 subject leaders had release time for 1 afternoon a week for a term at a time on a rolling programme. Maths subject leader had time when cover was possible. This facilitated time to focus on producing specific subject guidance following reviewing their subject. This time was also spent supporting the implementation of their subject and CPD delivery.</p> <p>This time resulted in improved teaching (before COVID-19) with the curriculum expectations higher and skills taught in a structured way. All children are engaging in the curriculum, particularly those who were not previously, including many disadvantaged children.</p>
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<p><b>B)</b> To respond rapidly with targeted teaching for pupils at risk of underachievement</p>	<p>Staff changes and absence during the year, plus school closure due to COVID-19 have not allowed the rapid interventions to take place alongside quality first teaching. Through monitoring of maths, it was noted early in the year that the curriculum was not working to improve standards and support children to catch up. Following expert advice a new curriculum approach was implemented. Early monitoring shows this new approach was better for the children and staff were more able to identify pupils at risk and target them earlier. This will continue into the next academic year.</p>
<p><b>C)</b> To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.</p>	<p>Family Link Worker (FLW) has settled in well and built very positive relationships with both children and parents. Parents will engage her, rather than coming to the Head of School, and children will often ask her for help with their needs.</p> <p>FLW works directly with a number of disadvantaged children to support their behaviour and give them techniques to support themselves when they are finding things hard. The behaviour of these children is improving and consequently, their learning.</p> <p>FLW, along with SLT, support most vulnerable families and children who have external agencies involved.</p> <p>The support the FLW gives to children allows them to become more involved with their learning and is improving their attitude towards school and learning.</p>
<p><b>D)</b> Further develop the reading culture within the school in terms of quantity of reading taking place and quality of experiences with texts.</p> <p>To ensure disadvantaged pupils are reading at least 3 times per week.</p> <p>To develop teaching of oracy and writing.</p>	<p>The culture of reading has been a priority this year. The school has invested in new books for both KS2 (Accelerated Reader) and KS1 (phonics books) to supplement the books the children have access to and broaden the choice.</p> <p>Accelerated Reader is working well and more children are reading more often. Teachers read with disadvantaged children more often, particularly those who do not read at home. The children value this and are keen to come and read.</p> <p>Home access for parents has been set up so they can see how much and how well their child is reading. This has encouraged some children to read more carefully and frequently.</p> <p>Alongside reading, teaching has focussed on developing the children's vocabulary. The exposure to high level vocabulary</p>

	<p>and the expectation for the children to use it is evident in their writing and learning environments across the school.</p>
<p><b>E)</b> To improve the attendance of disadvantaged pupils (93.8% for last academic year 18-19) to match or exceed national figure for non-disadvantaged pupils.</p> <p>Targeted disadvantaged pupils will attend break-fast club.</p>	<p>The attendance of disadvantaged children up to the end of Term 4 2020 was 93.8%. This is lower than the school target of 97% and lower than the whole school attendance of 95.5%. This figure is the same percentage as at the end of last year. Where the attendance of the school as a whole as improved (from 94.8% to 95.5%) it has not for disadvantaged pupils as a whole.</p> <p>This year the school implemented a new attendance policy, attended the best practice attendance networks run by the LA, took part in an attendance project run by the LA and implemented early support from the FLW for families with low attendance.</p> <p>Although new incentives, approaches and rewards have been put in place, along with earlier support for parents from the FLW, there are still a few families where more support is needed. This will become a focus for the next academic year with the attendance of this group of learners unpicked at an individual level and support strategies put in place.</p>
<p><b>F)</b> To ensure a cohesive approach between home and school to support pupils progress.</p>	<p>Family Link Worker as developed very positive relationships with vulnerable families across the school. She has undertaken some work directly with both parents and children and has directed support to others.</p> <p>This has made the children feel calmer in school, knowing there is someone to go to when they need it. She has built up their trust and confidence. This continued during the school closure period due to COVID-19.</p> <p>The school now has a stronger link between home and school and as this continues the progress of the children will improve.</p>
<p><b>G)</b> To ensure the new curriculum is enriched with experiences, visits and visitors.</p> <p>To broaden the range of cultural and sporting opportunities at school.</p>	<p>A new curriculum was implemented in September 2019. This is a skills based curriculum based on the national curriculum. This curriculum has not yet had a full cycle of teaching due to school closure in March. An interim review took place and adjustments made accordingly. All teaching is based on skills progressions.</p> <p>Sports provision for 2020/21 has been changed to become more in line with the Woodlands curriculum. This will be</p>

Further establish and develop further links with the community.	<p>monitored closely to ensure disadvantaged children receive a wide range of opportunities and experiences.</p> <p>Pupil premium grant was used to support the payment of camp fees for children in set year groups. The uptake of children attended camp increased this year.</p>
<p>H) To ensure children joining school at different starting points feel settled and ready to learn.</p> <p>To ensure correct provision is in place before a child starts the school.</p>	<p>When a new child joins the school, they settle in well. A clear picture of their current attainment is gathered swiftly. This ensures the children receives accurate provision and makes good progress. Children new to school have books monitored to ensure they are making good progress and not repeating work they may have done in a previous school. Their attendance is monitored closely and the FLW introduces herself shortly after joining so the parents and child have a familiar face to approach if needed.</p> <p>Children new to Woodlands settle well and feel supported.</p>

## Appendix 1

2018/19	School	National	School Disadvantaged	National Disadvantaged
<b>Progress from KS1 -2</b>				
<b>Reading</b>	-2.49	0.03	-3.19	0.32
<b>Writing</b>	2.95	0.03	2.26	0.27
<b>Maths</b>	-2.73	0.03	-3.86	0.37
<b>Attainment at KS2</b>				
<b>Reading</b>	41	73	38	78
<b>Writing</b>	82	78	77	83
<b>Maths</b>	65	79	62	84
<b>Combined</b>	41	71	38	