

Woodlands Academy Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Heather Morris
Pupil premium lead	Heather Morris
Governor / Trustee lead	Huw Grove

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,775
Recovery premium funding allocation this academic year	£11,310
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	£119,085 + School Led Tutoring £10,935 Total £130,020

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 in each class to identify both class and individual.</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>

	Consistently good or better quality of education across the school.
Improved attendance and reduced lateness with attendance in line with non-disadvantaged pupils	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.
Children are proud to come to school in school uniform	Basic school uniform is provided for pupil premium children to help overcome the disadvantage gap. All children wear school uniform on a daily basis.
Pupil's experience a wide curriculum and visit places outside their local community	Behaviour and attitude to learning is good from all pupils. Uptake for T4 & Y6 camp is high from pupil premium children. Visitors into school provide additional experiences and positive role models.

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: £16,423

Activity	Evidence that supports this approach	Challenge number(s) addressed	Updates
<p>Develop whole staff understanding of what quality first teaching is and how staff ensure this in their own teaching</p> <p>Continue + GLA work/support/network</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>	2 & 4	
<p>Fully engage with the DELTA Project and implement best practice</p> <p>Implement learning from DELTA project</p>	<p>DELTA Project is an EEF (Educational Endowment Fund) led project looking at how best to lead, develop and deploy teaching Assistants to enable them to support pupils to make maximum progress and achieve their potential.</p>	2, 3 & 4	
<p>Introduce Primary Talk across the school to develop children's language/oracy, vocabulary and learning skills</p>	<p>Add in research as to why needed & support activity</p>	2 & 4	

Intervention training for TAs Switch On, Number Stacks, Talk Boost	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 to support in class – mornings Additional TA support in class – mornings + use of HLTAs when not covering	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: £58,470

Activity	Evidence that supports this approach	Challenge number(s) addressed	Updates
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	2 & 4	

	learning needs and closes gaps in learning to enable pupils to meet their individual targets.		
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	
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	
Deliver Talk Boost interventions in full through trained individuals across the school	A report showed that up to a third of children are struggling to engage with schoolwork and children from the poorest families have been left behind classmates. Along with the lack of opportunity to socialise during lockdown, this could have serious effects not only on children's speech and language development but also their emotional wellbeing. The Talk Boost approach supports children to work in groups to develop their speech, language	3	

	and communication and will boost not only those core skills, but also support their social interactions with other children.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58,710

Activity	Evidence that supports this approach	Challenge number(s) addressed	End of Term 2 2021/22 Update
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 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.	1	

	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.		
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: £133,603

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 2021 to 2022 academic year.

End of year assessments across core subjects show that the attainment of disadvantaged pupils was lower than non- disadvantaged pupils. There were no clear patterns of the progress made by disadvantaged pupils, with some children making outstanding progress in some subjects.

Moving into 2022/23 the gaps in learning need to be closed quicker and targeted for additional support.

Our assessment of the reasons for these outcomes highlights the impact of Covid-19, school closures and disrupted learning in all subjects to different degrees. 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.

Where interventions were put in place with 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. NELI was a consistent intervention that ran throughout the year with positive outcomes for all children who took part in the intervention. However, this has highlighted the need for more vocabulary and oracy work needed for all children with additional specific interventions to complement this work. This needs to be a focus for 2022/23.

Over the course of 2021/22, there was an increase in the number of children who require pastoral support compare to pre-pandemic levels. The most common reasons for support were increased anxiety, social/friendship issues and physical behaviour.

The family link worker has supported children on a group and 1:1 level. More capacity is needed in school to deliver more wellbeing support at all times of the day. During 2022/23 a pastoral team needs to be developed and a consistent suite of interventions put in place to ensure all children are emotionally ready to engage fully in their learning.

Attendance of disadvantaged children decreased over the year and was less than the whole school attendance.

A major contribution of the lower disadvantaged attendance last year were individual concerns about returning to school, families being out of the habit of coming to school regularly and the suspension of the usual attendance penalties. As attendance remains low across the school and with normal attendance expectations returning, improving attendance remains a focus both on the pupil premium strategy and the academy improvement plan.

A new curriculum was introduced in September 2019 and last year was the first full year of teaching it. This has started to be refined to fully match the needs of the children and the community. Throughout 2021/22 we continued to offer children a full, broad and balance curriculum.

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	