

# Woodlands Academy Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 193 Rec – Y6 174
Proportion (%) of pupil premium eligible pupils	Nurs – Y6 51.8% Rec – Y6 53.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
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
<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	£119,085 + School Led Tutoring £7,706 <b>Total £126,791</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.
- **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 and a broad skills based curriculum where knowledge is 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 engagement in 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.

## Challenges

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

Challenge number	Detail of challenge
1	Low attendance in comparison to peers
2	Lower reading attainment and access to books
3	Lower language and vocabulary
4	Emotional regulation needs
5	Prior low attainment
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
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
Improved reading attainment with gaps narrowed to age related expectations	Pupil premium children achieve in line with their peers in reading Pupils are fluent readers 100% of pupil premium children pass their phonics screening by the end of KS1
Language and vocabulary in line with peers	Language screening takes place early in Reception to identify need Language and vocabulary gaps narrow following intervention
Pupils are happy and keen to learn and can regulate their emotions	Wellbeing of pupil tracked and shows a reduction on concerns we have for pupils Learning attitudes and behaviour are good for all pupils Pupils reach individual attainment targets
Raise the attainment of all pupil premium children to narrow the gap to national non-disadvantaged attainment with pupils making accelerated progress to recover from school closures	Pupils make at least good progress in Reading, Writing & Maths Pupils reach individual attainment targets in Reading, Writing & Maths KS1 pupils have a mastery of number when they leave KS1 which leads to improved

	<p>Maths attainment at end KS2 is line with national attainment</p> <p>Consistently good or better teaching across the school</p>
<p>Pupil's experience a wide curriculum and visit places outside their local community</p>	<p>Behaviour and attitude to learning is good form all pupils</p> <p>Uptake for Y6 camp is high from pupil premium children</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: £26,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop whole staff understanding of what quality first teaching is and how staff ensure this in their own teaching	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 framework teaching will be consistently good or better and children will reach their individual attainment targets.	2 & 5
Fully engage with the DELTA Project and implement best practice	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.	2, 3 & 5
CPD for subject leaders	When teachers become experts in their subjects, they are able to offer advice and support teachers to plan effective lessons in order for pupils to gain the appropriate knowledge and skills for their age.	2 & 5
Intervention training for TAs	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 & 5

HLTA to support in class – mornings	Additional support in classes facing the most barriers will enable pupils to receive more adult support and raise attainment. Links to the DELTA Project.	2, 4 & 5
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £65,866

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. Increase existing provision through employing 2 additional Catch Up funded TAs	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. Increasing the number of TAs who can work with pupils will maximise the impact.	2, 3 & 5
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 & 5
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 & 5
Deliver the NELI language intervention in full through trained individuals	Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language. 2 TAs are trained to deliver NELI and have groups from Y2, Y1 and Reception to help pupils recover from lost learning during school closures.	3

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

Budgeted cost: £33,478

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.	1
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	1 & 6

	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.	4
Launch Reading Café to facilitate additional reading opportunities for pupil premium children and have access to wellbeing support through the FLW	With reading being a predictor for future academic success the pupils need as many opportunities as possible to read. Through setting up a Reading Café at lunch times targeted readers will attend and read to an adult or Reading Champion (a pupil). Pupils will also be able to attend drop in sessions with the FLW so that their emotional needs can be met. Pupils will be expected to attend a specific number of sessions at the Reading Café each week and Reading Champions will be training to hear children read and develop comprehension.	2 & 4
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. Schools camps are 50% funded for pupil premium children to ensure as many pupils as possible can attend.	6

**Total budgeted cost: £125,623**



## 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 2020 to 2021 academic year.

School became an Early Adopter school when the new Early Years framework came into place in September 2020 and the curriculum this academic year has been planned from this. Early Years have a high-quality learning environment that stimulates and engages learners.

Consistent and progressive phonics lessons ensured that 70% of pupil premium children in Reception were reading at age related expectations or 1 step below. Power Maths was taught in Reception throughout the year. This resulted in 77% of pupil premium children working at age related expectations in Number.

Vocabulary was developed in all curriculum areas and recorded/displayed on working walls and knowledge organisers. Developing and accurate use of a wide range of vocabulary was seen in English books.

Consistent phonics teaching has taught irregular words alongside phonemes. Post-lockdown phonics interventions were put in place in Y1. 88% of Year 2 children passed the phonics screening check (21/24 chn). 91% of PP children passed (10/11 chn). Phonics was prioritised in Reception, Year 1 & Year 2 once schools returned in March.

Active reading was taught consistently across the school. With the exception of Year 6, reading for pupil premium children needs to continue to be a focus. Not practicing and applying these skills regularly during lockdown has stalled progress and attainment. Target readers were in place to accelerate progress.

Accelerated Reader is used from partway through Year 2 to Year 6. During remote learning the children were not quizzing regularly and were reading online books. This stalled progress and attainment. Target readers were in place to accelerate progress.

Writing skills progression was updated to include the new Early Years framework. A consistent approach to the teaching of writing was formalised and key stage 1 planning adjusted accordingly. This led to longer pieces of writing being produced with more accuracy.

The use and accuracy of times tables was a focus across KS2 and impacted on the confidence and ability of the children to apply this knowledge to their written work. Nearly 65% of pupil premium children were working at age related expectations or 1 step behind in maths in all year groups except Year 3. This had increased since Term 1. On the whole more pupil premium children are working at age related expectations in maths than reading and writing.

During lockdown Times Tables Rockstars was used to set class and year group battles. Children working at home and in school encouraged each other and many thrived on the competitive aspect of learning.

The structure of Power Maths is consistent across the school from Reception to Year 6. There is evidence in books of Power Up sessions taking place to consolidate previous learning. Some classes choose to complete these tasks on white boards.



CPA (concrete/pictorial/abstract) approach to teaching maths was used across the school. This was evident in books and helped to build up children's confidence and understanding of key mathematical concepts.

Interventions were in place for the first two terms. These were paused during national lockdown in January 2021. During lockdown some interventions took place for those children attending school. In Year 5, the Academic Mentor continued intervention sessions via Google Classroom. From Term 5 onwards interventions were put back in place to close gaps and accelerate progress in all year groups.

At the end of 2020/21, 5% of the whole school have social care support. FLW and Assistant Head of School worked directly with the families of these children and the FLW supported the children in school and was a safe adult to talk to. 1:1 sessions were held each afternoon with one bubble at a time for specific children to check in with FLW and share their concerns.

Attendance for a number of children dropped since schools reopened to all children in March. Attendance strategy was followed and home visits conducted when children could not be located. A number of pupil premium children had an attendance support plan in place to encourage and reward them coming to school on time. Parents often asked for help to get their child to school.

FLW has continued to receive CPD and training on a range of mental health issues that affect children. She worked to support specific children each week and supported staff to help the children in their class. This is something that needs to continue and develop into next year and when covid restrictions are lifted.

Once the children returned to school following the last national lockdown there have been a drastic increase in children with social and emotional needs, some of these being extreme needs.

## 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	