

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, Partney Road, Spilsby, Lincolnshire, PE23 5EJ
Number of pupils in school (as of December 2021)	65
Proportion (%) of pupil premium eligible pupils (as of November 2021)	63.08% (41/65)
Academic year/years that our current pupil premium strategy plan covers	2021/2022/2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Carl Smith
Pupil Premium Lead	Stewart Banks
Woodlands Academy Local School Board Lead	Pam Powell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,705
Recovery premium funding allocation this academic year	£13,340 (NB We have utilised £5000 of this on extra Counselling)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,000 Covid Catch-Up (NB We have utilised this towards staff costs)

Total budget for this academic year	£63,045
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil Premium Strategy Plan

Statement of Intent

Pupils at Woodlands Academy will make at least expected progress, in line with their personalised targets, in English, Maths and PSHE through access to a quality curriculum that is taught well.

We aim for disadvantaged pupils to have access to a wide range of interventions and strategies in school to meet their SEND needs

We will provide an intensive pastoral support service for pupils and for parents/carers with a focus on well-being and self-regulation strategies.

We will aim to continually improve the attendance and engagement of disadvantaged pupils

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Challenges

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

Challenge number	Detail of challenge
1	All pupils within school have a full EHCP naming Social, Emotional and Mental Health as a primary need. SPOT profile data shows that some pupils are significantly impacted by the level of their emotional development due to past experiences.
2	Pupils eligible for PP may have complex home lifestyles impacting on their attendance and this can impact on pupil's progress and ultimately their key stage 4 outcomes.
3	Parental engagement in pupil learning can be a challenge and some pupils will not continue the learning that takes place in school when they are at home.
4	Many pupils have gaps in learning due to prior disrupted education. Reasons for this are varied and the impact is a negative attitude to learning, low self esteem and low confidence.

Strategy Aims

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.

Academic Achievement	
Intended outcome	Success criteria
Pupil premium pupils to make at least expected progress, in line with their personalised targets, in English, Maths and PSHE.	Pupil premium pupils and Children in Care will receive access to a knowledge based curriculum that ensures pupils to achieve their internal targets and achieve well at key stage 4.
Pupil premium pupils access interventions and strategies including 1 to 1 to develop their social skills.	Pupil premium pupils are prepared in how to manage themselves in social environments both inside and outside of school. As their SEND needs are being met, PP pupils are to make at least expected progress in this area.
Pupil Premium pupils have access to weekly reading interventions	Pupil premium pupils make at least 4 months progress in their reading age within the academic year.
Wider Outcomes	
Intended outcome	Success criteria
Pupil premium pupils access support from the Pastoral team and relevant interventions to develop strategies to manage well- being.	Pupils are provided with dedicated pastoral support to raise self-esteem, resilience and to fulfil mindful lives.
Pupil premium pupil's attendance in school is in line or better than the national average for SEND schools	Pupil premium pupils attend school regularly and achieve well in against their targets
Pupil premium pupils have appropriate strategies to develop self-esteem and pro social behaviours to engage in wider community.	Pupils have access to relevant support, e.g. Community experiences, Peer mentorship opportunities and Lego therapy to develop social skills
Pupil premium pupils have appropriate strategies to develop self-regulation techniques.	Behaviour incidences continue to reduce due to wide range of strategies-from whole school to individual programmes.

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)

Projected cost: 22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff to be assigned a mentor/coach who will provide a bespoke support package in order to develop their teaching	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. EEF Guidance to pupil premium	1, 4
All Subject leaders to have targeted support to ensure that their Curriculum is knowledge focused and sequential – SLE cost for working with subject leaders	A quality curriculum that is knowledge focused will lead to stronger pupil outcomes.	1, 4
Recruitment plan to ensure that the school has filled all vacant roles with high quality staff	DFE Teacher recruitment and retention strategy	1,4
Revision guides and resources provided to improve year 11 outcomes	Independent study encouraged reduced barriers to revision. Metacognition and self regulation EEF 2020	1,4

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

Projected cost: 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium pupils have access to a counsellor for 1:1 emotional support	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year EEF social and emotional learning	4
Pupil Premium pupils have access to 1:1 and reading interventions	EEF Teaching Assistant Interventions - Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.	1, 4
Enrichment & Physical Activity	The use of movement breaks and planned activities to support their attention and increase their readiness to learn.	2,4

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

Projected cost: 25,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop the emotional literacy of Pupil premium pupils through pastoral interventions	Dedicated pastoral staff delivering interventions and sharing expertise. Individual and small group interventions with mentorship	1,4
Develop Self-esteem and pro social behaviours through a range of therapies.	The use of daily mindfulness sessions across the school and therapies to support with self esteem	1

<ul style="list-style-type: none"> - Art Therapy - Counselling - Music Therapy 	EEF Behaviour Interventions Document. Behavioural data	
Senior leader assigned to Attendance – Undertaking rigorous attendance monitoring and manage attendance plans for persistent non attendees	DFE improving school attendance highlights the need to have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures.	2
Employment of Truancy Intervention Mentor	Capacity to support persistent absentees addressed. Parental engagement +4 months (EEF 2020)	2

Total budgeted cost: £ 63,045

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.

Woodlands Academy

End of year Internal data 2020/21

<u>2020/21</u>	English:	Maths:
PP	21% making expected or above expected progress	12% making expected or better progress
CiC	20% making expected progress or above expected progress	20% are making expected or above progress

A significant number of pupil premium and looked after pupils did not achieve expected progress based on their internal target.

Pupil premium expenditure did not have an impact on pupil learning last academic year. The main focus for this year's strategy is to develop the quality of teaching and curriculum in the school to ensure that pupil premium pupils have the very best quality of education which will support them in achieving better outcomes.