

# 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, Partney Road, Spilsby, Lincolnshire, PE23 5EJ
Number of pupils in school (as of December 2022)	62
Proportion (%) of pupil premium eligible pupils (as of November 2021)	58% (36/62)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Carl Smith
Pupil Premium Lead	Stewart Banks
Woodlands Academy Local School Board Lead	Jane Starbuck

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,325
Recovery premium funding allocation this academic year	£38,343
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<b>Total budget for this academic year</b>	£81,668
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 Science through quality-first teaching. 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 for disadvantaged pupils to increase their engagement at school, therefore diminishing the difference between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Woodlands Academy.

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	Eligible for PP pupils may lack life experiences and opportunities for community participation.
2	Eligible for PP pupils may have a lower emotional literacy level than their peers within school and may not come to school ready to learn.
3	Eligible for PP pupils are at a further disadvantage with their communication development as well as social skills.
4	Eligible for PP pupils may have a more complex home lifestyle impacting attendance and lower parental engagement.

## 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
PP Pupils make at least expected progress, in line with their personalised targets, in English, Maths and Science	PP and Children in Care pupils will sustain expected or higher outcomes in those curriculum areas.
PP pupils access interventions and strategies including 1 to 1 to develop communication and social skills.	As their SEND needs are being met, PP pupils are to make at least expected progress or more in this area.
PP pupils have access to enrichment activities outside the classroom.	Enrichment is part of the curriculum offer as well as individual timetables.
Wider Outcomes	
Intended outcome	Success criteria
PP 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.
PP 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
PP 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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff members will access CPD around Autism, ADHD, ELSA (emotional literacy support) and other emerging needs to support current pupil cohort.	EHCP outcomes Lesson visits Engagement Model Evidence for Learning Training Matrix	1, 3
Progress of PP pupils to be in line or higher than their peers in English, Maths and Science.	EHCP outcomes Curriculum Mapping Lesson visits Work scrutiny Deep dives	1, 2
Access to specialist subject leads for Science to provide curriculum support and guidance.	EHCP outcomes Curriculum Mapping Lesson visits Work scrutiny Deep dives	1,2

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

Projected cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP pupils have access to first quality teaching.	Lesson visits Work scrutiny Deep dives Learning journeys Parent surveys	1, 3

PP have access to high quality oral language and literacy interventions.	Literacy interventions, in conjunction with advice from external agencies. Reading interventions Individual programmes Access to appropriate technology	1, 3
Enrichment & Physical Activity	The use of movement breaks and planned activities, including music and art, to support their attention and increase their readiness to learn.  The use of therapy and play-based approaches to support learning. This will include Lego therapy and therabuild.	1, 2, 3

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

Projected cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop the emotional literacy of PP pupils enabling them to be ready to learn.	Dedicated pastoral staff delivering interventions and sharing expertise. Individual and small group interventions with mentorship	2, 4
Self-esteem and pro social behaviours	The use of daily mindfulness sessions across the school, counselling, and therapies to support with self esteem. Report cards Behaviour Behaviour Interventions Documents. Behavioural data, including risk assessments and behaviour plans	1, 2, 3, 4
Self-regulation	The use of daily mindfulness sessions across the school and therapies, including lego therapy and therabuild to support with self-regulation.	1, 2

	Access to pastoral support and a wider staff group with the skills to support pupils towards self regulation.	
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**Total budgeted cost: £ 55,000**

## 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.

#### Woodlands Academy

English Language				Maths				Science			
1	18%	PP	100%	1	45%	PP	60%	1	20%	PP	50%
		CiC	0%			CiC	20%			CiC	0%
		Non-PP	0%			Non-PP	20%			Non-PP	50%
2	37%	PP	50%	2	37%	PP	25%	2	40%	PP	50%
		CiC	25%			CiC	25%			CiC	25%
		Non-PP	25%			Non-PP	50%			Non-PP	25%
3	27%	PP	33%	3	18%	PP	50%	3	40%	PP	50%
		CiC	0			CiC	0%			CiC	0%
		Non-PP	67%			Non-PP	50%			Non-PP	50%
4	9%	PP	0%	4	0%	PP	0%	4	0%	PP	0%
		CiC	100%			CiC	0%			CiC	0%
		Non-PP	0%			Non-PP	0%			Non-PP	0%
5	9%	PP	0%	5	0%	PP	0%	5	0%	PP	0%
		CiC	0%			CiC	0%			CiC	0%
		Non-PP	100%			Non-PP	0%			Non-PP	0%

#### Bullet points from EEF report

- EEF Behaviour Interventions – The use of targeted approaches that are tailored to pupils' needs.
- EEF Feedback - Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation.
- EEF Mastery Learning – The use of teacher-led, whole-class teaching; common lesson content for all pupils.



- EEF Self-Regulation - Self-regulation and metacognition strategies work through pupils monitoring and evaluating their own learning strategies.
- EEF Oral Language - Explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.
- EEF Physical Activity - It is crucial to ensure that pupils' access to high quality physical activity for the other benefits and opportunities it provides.
- EEF Reducing Class Size - Reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.
- EEF Teaching Assistant Interventions - Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.