

# Pupil premium strategy statement – Woodlands Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	64% (44/72)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2022/2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Laura Turner
Pupil premium lead	Sherri Borrell
Woodlands Academy Local School Board Lead	Roger Belton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,860
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£35,328
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0

# Part A: Pupil premium strategy plan

## Statement of intent

We have 72 pupils at Woodlands Academy, there are 2 classes per year group. The predominate need of our pupils is SEMH.

The focus of our pupil premium strategy is to support disadvantaged pupils in achieving those goals, whatever their starting point. The activities we have outlined in this plan are specifically designed with the challenges faced by our pupils in mind, with the intention of supporting their needs regardless of whether they are disadvantaged or not.

At Woodlands Academy we scrutinise the needs and profile of every pupil and adapt our approach to meet these needs rather than simply repeat interventions that have been successful in the past. Positive relationships are at the very heart of our approach and all staff work hard to maintain a supportive and proactive relationship. Attendance and intervention are carefully tracked on an individual basis with a weekly agenda slot at SLT meetings to discuss the progress of all PP students, potential barriers and ways to support and overcome these.

Pupils at Woodlands Academy will make at least expected progress in line with their IEP targets and in English, maths, science and PSHE 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 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.

## 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 enrichment activities.
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 speech and language development as well as social skills.

4	Disadvantaged children at Woodlands Academy generally have more complex family backgrounds. 46% of Pupil Premium children have had social care involvement.
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## 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
Academic Outcomes	
PP Pupils make at least expected progress, in line with their personalised targets, in English, Maths and PSHE.	PP pupils will sustain good outcomes in curriculum areas.
PP pupils access interventions to develop communication skills.	As their SEMH 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.	Outdoor Education is part of the curriculum offer as well as individual timetables
Wider Outcomes	
PP pupils access support from the Pastoral team and relevant interventions to develop strategies to manage well-being.	Pupils are provided with 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 the wider community.	Pupils have access to relevant support, e.g. ELSA and a range of therapies. Pupils also have access to a range of personal development opportunities and the school is relentless in targeting contextual barriers to development.
PP pupils have appropriate strategies to develop self-regulation techniques.	The school have a dedicated and proactive behaviour team who not only address behaviour, but work to reduce incidents through personalised support.

## 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: £ 8,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff to be trained in Emotion Coaching and Team Teach. CPD on Autism and ADHD. Specific staff to be trained in ELSA and Trauma Informed Practice	EHCP outcomes Lesson visits Social & anxiety Intervention outcomes	1, 3
Progress of PP pupils to be in line or higher than their peers in English, Maths and PSHE.	EHCP outcomes Curriculum Lesson visits Work scrutiny Deep dives	1, 2

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

Budgeted cost: £ 27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All classes have a full time TA to support with structured interventions, one to one mentoring and support. Ongoing CPD is targeted at the effective deployment of teaching assistants.	The school utilises the EEF guidance in its deployment of teaching assistants. Support, training and coaching is ongoing within this area to ensure greatest impact & this is factored into school development planning.  <a href="#">EEF Effective TA Deployment</a>	1, 3
IDL Literacy intervention & IDL numeracy intervention	Provide high quality literacy and maths interventions for struggling pupils	2, 3
PP pupils have access to quality first teaching.	Lesson visits Work scrutiny Deep dives	1, 3

	Parent surveys	
PP pupils have access to high quality interventions.	Whole school intervention approach relevant to targeted areas Liaison with external agencies where applicable Assessment Work scrutiny	1, 3
Enrichment & Physical Activity	Regular physical breaks and planned activities such as Sensory Circuits to support attention and increase readiness to learn. Outdoor Education as part of every timetable.	1, 2, 3

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

Budgeted cost: £ 35,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise the cost of wider curriculum experiences (trips, visits, visitors) that the children take part in to ensure that they can take place regularly as part of the curriculum.	Many disadvantaged children may not get these opportunities outside of school due to financial and environmental reasons. This allows for all children to get the experiences and needed to be inspired by the curriculum and to understand the world they live in. This increases cultural capital and ensures equality of opportunity for all. <a href="#">EEF Behaviour Guidance</a> <a href="#">EEF Social and Emotional Learning Toolkit</a>	1,4
Subsidised breakfast items at Breakfast Club to provide a nutritious breakfast, a positive start to the day and smooth and consistent start to the day.	Children who access a nutritious breakfast they are more likely to engage in learning and more likely to attend school. <a href="#">EEF Behaviour Guidance</a> Shows breakfast as a strategy	1, 4
Ensure that the children are engaged in our 'outdoor	Our outdoor provision is a key aspect of not only developing pupil's love of the outside world but helps to build their resilience and decision-	1, 4

curriculum enhancement to give access to all children, support wider experiences on top of trips and visits and match the curriculum.	making skills together with self-regulation strategies	
Access to weekly Counselling sessions	Children in most need to have had access to school counsellor Waiting list will not include children in most need	2, 4
Home School Liaison	Dedicated staff to work with pupils and families who require support to improve attendance.	4
Use of 'open' events and coffee mornings to engage parents particularly those who are harder to reach.	<a href="#">EEF Guidance Supporting Parents</a> Details how it is important to engage with parents. SENDCo available during coffee mornings. Open reading sessions are held to engage parents in their children's reading.	1,3, 4

**Total budgeted cost: £ 71,600**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

Most students have been baseline tested and areas of weakness identified. This information is shared with staff to inform planning and differentiation. Typically, students join school with reading ages 3-5 years below their chronological age.

Specific training has been given on incorporating the needs of the EHCP within everyday teaching. This training has better improved staff understanding of the EHCP process which enabled class provision to be better matched to suit the needs of students.

#### **Attainment 2022/2023**

- 0% of Year 11 leavers in 2003 were NEET in October 2023 for the third successive year.
- 88% of pupils are making better or expected progress.
- 48% of pupils made progress from their starting points.
- 5/6 pupils left with a maths qualification.
- 6/7 pupils left with an English qualification.
- 6/7 pupils left with a science qualification.
- 6/7 pupils left with 2 vocational qualifications ready to support them in Post 16 education.
- Pupil Premium pupils make slightly more progress in reading than non-pupil premium pupils.

Most pupils demonstrated an improvement in communication skills and life skills. However, it has been noted that there had been an impact on behaviour, wellbeing and mental health due to the National Recruitment Crisis which saw a shortage of adults in school. As with education outcomes, the impact of these challenges was greatest on our disadvantaged pupils, as has been evidenced nationwide.