

Pupil premium strategy statement – Woodlands Academy

This statement details our school's use of pupil 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	83
Proportion (%) of pupil premium eligible pupils	71.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025, 2026, 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Matthew Page
Pupil premium lead	Jodie Turner
Governor / Trustee lead	Roger Belton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,252.92
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£0
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil premium strategy plan

Statement of intent

Woodlands Academy: Pupil Premium Strategy Overview

At Woodlands Academy, we are proud to support 82 pupils across two classes per year group. The predominant need among our pupils is Social, Emotional, and Mental Health (SEMH). Our pupil premium strategy is designed to ensure that disadvantaged pupils are supported in achieving their full potential, regardless of their starting point. The activities outlined in this plan have been carefully tailored to address the unique challenges faced by our pupils, with the overarching aim of meeting their needs irrespective of whether they are disadvantaged or not.

Individualised Approach

We take a meticulous approach to understanding the needs and profiles of every pupil, adapting our strategies to suit their individual circumstances rather than relying solely on past interventions. Positive relationships form the cornerstone of our approach, with all staff working diligently to maintain a supportive and proactive relationship with each pupil. Attendance and interventions are monitored rigorously on an individual basis. Weekly Senior Leadership Team (SLT) meetings include a dedicated agenda item to discuss the progress of all pupils eligible for the pupil premium, identify potential barriers, and implement targeted solutions. A bespoke interventions team are highly trained to deliver appropriate interventions for all our pupils.

Academic and Holistic Goals

Our aim is for all pupils at Woodlands Academy to make at least expected progress in line with their Individual Education Plan (IEP) targets and in core areas such as English, mathematics, science, and PSHE. This is achieved through quality-first teaching and access to a wide range of interventions and strategies designed to address their SEND needs.

Pastoral Support

Recognising the importance of emotional and mental well-being, we provide an intensive pastoral support service with a focus on fostering well-being and teaching self-regulation strategies. Our goal is to increase the engagement of disadvantaged pupils, reduce the disparity between them and their non-disadvantaged peers, and ensure they benefit fully from the learning experience at Woodlands Academy. Through this targeted and thoughtful approach, we are committed to creating an inclusive and supportive environment where all pupils can thrive.

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.

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
<i>Academic Outcomes</i>	
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.
<i>Wider Outcomes</i>	
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 4 behaviour, but work to reduce incidents through personalised support.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,000.00

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: £ 46, 000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>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.</i>	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. EEF Effective TA Deployment	1, 3
<i>IDL Literacy intervention & IDL numeracy intervention</i>	Provide high quality literacy and maths interventions for struggling pupils	1, 3
<i>PP pupils have access to quality first teaching.</i>	Lesson visits Work scrutiny	1, 3

	Deep dives Parent surveys	
<i>PP pupils have access to high quality interventions.</i>	Whole school intervention approach relevant to targeted areas Liaison with external agencies where applicable Assessment Work scrutiny	1, 2
<i>Enrichment & Physical Activity</i>	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: £ 25, 252.92

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. EEF Behaviour Guidance EEF Social and Emotional Learning Toolkit	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. EEF Behaviour Guidance Shows breakfast as a strategy	1, 4
Ensure that the children are engaged in our 'outdoor curriculum enhancement to give	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-making	1, 4

access to all children, support wider experiences on top of trips and visits and match the curriculum.	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
Access to weekly Art Therapist sessions	Children in most need to have had access to art therapist Waiting list will not include children in most need	2, 4
Use of 'open' events and coffee mornings to engage parents particularly those who are harder to reach.	EEF Guidance Supporting Parents 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
Ensure that pupils have opportunities to take part in community events through the CITizen programme	Our community offer is a key aspect of developing out pupils social and communications skills	1, 4

Total budgeted cost: £ £73,252.92

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2023/24 academic year, we conducted a comprehensive analysis of our pupils' performance using Key Stage 4 performance data alongside our internal assessments. This evaluation has provided critical insights into pupil progress and areas for targeted intervention. Baseline testing has been completed for the majority of students, enabling us to identify specific areas of weakness. This data is systematically shared with staff to inform lesson planning and ensure effective differentiation. Our findings indicate that students typically enter the school with reading ages three to five years below their chronological age, underscoring the need for focused literacy support. To address the diverse needs of our students, specific training has been delivered to staff on embedding the requirements of Education, Health, and Care Plans (EHCPs) into everyday teaching practice. This professional development has significantly enhanced staff understanding of the EHCP process, ensuring that classroom provision is more effectively tailored to meet the individual needs of our students.

Attainment 2023/2024

- 100% of year 11's have named places in Post-16 settings
- 88% of pupils are making better or expected progress.
- 86% of pupils made progress from their starting points.
- 11/12 pupils left with a maths qualification.
- 11/12 pupils left with an English qualification.
- 11/12 pupils left with a science qualification.
- 10/12 pupils left with vocational qualifications ready to support them in Post 16 education.
- Pupil Premium pupils make slightly more progress in reading than non-pupil premium pupils.