

## 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 of Learning
Number of pupils in school	452
Proportion (%) of pupil premium eligible pupils	24% (109 children) Half of these children are also SEND or currently being monitored by our SENCo
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	T.Newton
Pupil premium lead	L.Edmunds
Governor / Trustee lead	S.Spriggs

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,125.00 (However, we spend £179,696.00 of our budget on pupil premium)
Recovery premium funding allocation this academic year	£18,415.00
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	£186,540

# Part A: Pupil premium strategy plan

## Statement of intent

*Our aim is that every child, irrespective of background and barriers to learning, are happy, healthy, feel part of our Woodlands family, are ready to learn and achieve their full potential.*

*We strive to support our children to become confident, independent, life-long learners who have a love of learning and are ready to flourish in all aspects of their development.*

*When making decisions about using Pupil Premium funding, we consider the context of our school, our pupils and the challenges faced. This alongside research conducted by the Education Endowment Foundation underpin how we use our Pupil Premium Funding.*

*Our deprivation at Woodlands is changing and according to IDACI 2021, 50% of our school population are in the most two deprived percentiles. This has increased from 30% in 2013. Deprivation is increasing for our families. Common barriers to learning for our disadvantaged children can be less support at home, limited vocabulary/significant word gap upon entry, poor communication skills, low aspirations, lack of confidence, attendance and punctuality issues and inability to self-regulate.*

*Our pupils' needs are at the heart of our strategy. Our intention is that our strategy will not only benefit our disadvantaged children but also their peers as we appreciate that all of our children have diverse needs and complex family situations.*

### *Key principles*

- All individuals at Woodlands are part of our Woodlands family and our children feel safe, secure, happy and are ready to learn.*
- We recognise that language matters and underpins our children's learning. We aim for all children to become confident readers and we prioritise reading across our academy.*
- We ensure that our children are flooded with rich vocabulary and invest in speech and language support so that our children become articulate individuals.*
- For our children to have high self-esteem, self-respect and self-control. Our SMILE tree values sit at the heart of our school and all staff at Woodlands work together to support children in developing their awareness of these values. In addition to our teaching team, we also have a strong pastoral team (Pupil and Welfare Support and Emotional Learning Support Assistant) who work closely with our children and families.*
- To enrich the life experiences of our children.*

- *To improve attendance and punctuality for all our children responsibilities are shared amongst a number of key staff. There is a designated attendance lead in the office team, who liaises with the pastoral team and with an external attendance officer who undertakes home visits as required.*

## Challenges

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

Challenge number	Detail of challenge
1	Disrupted education over last 2 years due to lockdowns and isolating year groups.
2	Due to the challenges of the pandemic numbers of children find it difficult to self-regulate and need to refocus on strong learning behaviours.
3	Low level of parental engagement in child's learning journey.
4	Parents not valuing education leading to low attendance and punctuality.
5	Limited life experience due to pandemic.
6	Weak speech and language skills.

## 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>Ensure all staff incorporate Rosenshine Principles so each lesson is quality first teaching</i>	Quality first teaching leads every learning session
Parents to be partners in their child's early reading skills	Parents are significantly involved in their child's reading skills. Achieve at least national average expected standard in Year 1 Phonics Screening Check. Achieve at least national expectations at the end of KS1 in reading. Disadvantaged children to achieve accelerated progress in reading during this academic year.
Parental partnership with parents of SEND children to increase outcomes.	Parents are significantly involved in their child's individual learning plan.

To implement the triangle of need success criteria to meet individual needs and personal development.	Through the use of self-regulation, emotion coaching and ELSA, children show their readiness to learn and feel safe and secure.
To reduce levels of absence and increase punctuality.	To reduce attendance and punctuality gap of non-pupil premium and pupil premium children.
To increase number of children working at age related expectations in communication and language to age related expectation.	Assessments and observations indicate improved oral language and subject-specific vocabulary among disadvantaged pupils.
To promote healthy living	Increased fitness levels demonstrated through our 'Fitness boost' sessions led by sports coach. Increased understanding of what 'healthy living' is through our focused Explore and discovery week. Disadvantaged children are able to prepare a healthy meal.
Diminishing the difference in outcomes between disadvantaged and non-disadvantaged pupils	The gap between disadvantaged and non-disadvantaged pupils is reducing year upon year. End of EYFS, KS1 and KS2 school outcomes are at least in line with national.

<b>Intended outcome</b>	<b>Success criteria</b>
Progress in Reading	Achieve above national average progress scores in KS2 Reading (0)
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0)
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths (0)
Phonics	Achieve above national average expected standard in PSC
Other	Ensure attendance of disadvantaged pupils is above 95%

## 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: £85,474.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff to be trained in promoting implementing effective SEND strategies across the curriculum.</i>	EEF (2021) Special Educational Needs in Mainstream Schools. 'Ensure all pupils have access to high quality teaching – recommendation 3'.	1
<i>Mentoring and coaching to support professional development of staff (CM)</i>	High quality CPD into effective teaching and learning, underpins the principles of the EEF.	1
<i>External consultant, David Moss to lead whole school training and moderation in reading and writing.</i>	High quality CPD into effective teaching and learning, underpins the principles of the EEF Improving Literacy in Key Stage 2 recommendations.	1
<i>RWI training for staff who are new to teaching phonics</i>  <i>Phonics taught in small group SWAT teams</i>	Across our academy, we use the Read Write Inc. Phonics scheme to systematically teach children the relationship between sounds (phonemes) and the written symbol that represents them (grapheme). We teach phonics in small groups (our SWAT team) across Reception and Key Stage 1. The EEF's report on Phonics (EEF Teaching and Learning Toolkit) has shown that the systematic teaching of phonics has shown to have a positive impact on attainment (+5 months).	1
<i>Level 3 teaching assistant lead small group interventions in reading, writing and maths</i>	EEF Teaching and Learning Toolkit impact +4 (Teaching Assistant interventions)	1
<i>Purchase PIXL to improve progress of children in reading, writing and</i>	PIXL is used across the academy to provide standardised tests which provide insight into strengths and weaknesses of each pupil. This	1

<i>mathematics. PIXL is used in whole class teaching, intervention groups and for termly assessments to analyse gaps/areas of weakness in children's learning.</i>	<p>information is then analysed by class teachers to identify children who require additional support or intervention and help identify gaps in subject knowledge or understanding in reading, writing and mathematics. Under instruction from the class teacher, teaching assistants from each year group then undertake small group interventions based on the identified needs of the children.</p> <p>EEF Teaching and Learning Toolkit impact +4 months (Teaching Assistant interventions).</p>	
<i>Subsidise residential visits for disadvantaged pupils</i> Y4 Kingswood Y6 Bryntysilio	Ofsted research (2019) places an emphasis on improving cultural capital, especially for disadvantaged pupils.	5
<i>Subsidise trips for disadvantaged pupils</i>		5
<i>Purchase phonics tracker to monitor progress and gaps in phonics knowledge</i>	EEF Teaching and Learning Toolkit impact +5 (Phonics)	1
<i>Purchase White Rose to support teaching of mastery learning in maths across the academy</i>	<p>EEF Teaching and Learning Toolkit impact +5 (Mastery learning)</p> <p>Subject matter is broken into blocks or units and children master key concepts prior to moving on to the next topic as found by the EEF to be most effective.</p> <p>Principles from EEF guidance reports. Improving Mathematics in Early Years and Key Stage 1 (2021). Improving Mathematics in Key stages 2 and 3 (2021).</p>	1
<i>Participation in training work groups led by North Midlands maths hub (Sustaining mastery and Mastering number)</i>	EEF Teaching and Learning Toolkit impact +5 (Mastery learning)	1
<i>Communication and language training for staff through Language first initiative, Speech and language support</i>	'Evidence suggests that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experiences and learning later in their lives.' (EEF's Oral	6

<p><i>provided by trained NHS staff</i></p>	<p>language interventions summary report).</p> <p>We use TalkBoost to identify early, children who are in need of speech and language support and employ a trained SEND Speech and Language (S &amp; L) specialist to undertake one to one interventions. In addition to this we fund an external NHS specialist to monitor and support our S &amp; L specialist.</p> <p>We provide training for Early Years staff in the Language First Initiative which explicitly teaches and extends pupil's spoken vocabulary to narrow the language gap between disadvantaged pupils and their peers, which the EEF's Oral Language Interventions research study (EEF Teaching and Learning Toolkit impact, Oral Language Interventions) found to have a positive impact on attainment (+6 months).</p>	
<p><i>Purchase high quality cross curricular texts</i></p> <p><i>Dyslexia friendly texts</i></p>	<p>'Reading is a passport to the world...Reading great literature opens children up to ideas, experiences, places and times they might never otherwise experience in real life.' (Oxford School Improvement,</p>	<p>1, 5, 6</p>
<p><i>Purchase CGP workbooks for all children from years 1 to 6 to support children and families with their learning at home</i></p>	<p>EEF Teaching and Learning Toolkit impact +5 (Homework)</p> <p>Provide quality tasks linked to their current school learning as found by the EEF to be most effective. Purchasing CGP books for all children also overcome any barriers for completion such as access to learning devices or resources.</p>	<p>1, 3</p>

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

Budgeted cost: £55,334.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase Third Space one to one tutoring in maths for year 6 pupils</i>	<p>EEF Teaching and Learning Toolkit impact +5 (one to one tuition)</p> <p>‘One to one tuition shows that pupils can make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.’ (EEF One to One Tuition Teaching and Learning Toolkit)</p> <p>Tuition is linked to the needs of each individual learner and gives children the opportunity to talk 1:1 with their tutor and express any misconceptions or weaknesses, children are also given 1:1 feedback from their tutor.</p>	1
<i>Purchase Fresh start scheme for reading to be led by teaching assistants across years 4, 5 and 6</i>	<p>Across years 4, 5 and 6, we use the Fresh Start scheme to improve decoding and comprehension skills for identified children working below age related expectations in reading.</p> <p>The EEF Teaching and Learning Toolkit found that Reading Comprehension Strategies have a positive impact on children’s attainment reading (+6 months) and teaching children in small group intervention groups led by Teaching Assistants also improves children’s attainment (+5 months).</p>	1
<i>Purchase Spelling Shed to be used at home to support spelling across the academy</i>	<p>EEF Teaching and Learning Toolkit impact +5 (Homework)</p> <p>Provide quality tasks linked to their current school learning as found by the EEF to be most effective.</p>	1, 3
<i>TAs lead interventions - Year group interventions (pre-teaching/gaps) RWI interventions</i>	<p>EEF Teaching and Learning Toolkit impact +5 (Teaching Assistant Interventions)</p>	1

<i>Purchase IDL (maths and English)</i>	EEF Teaching and Learning Toolkit impact +4 (Small Group Tuition)	
<i>Speech and language interventions led by Sarah Peters</i>	EEF Teaching and Learning Toolkit impact +6 (Oral Language Interventions)	6
<i>Teaching staff to lead afterschool writing interventions</i>	EEF Teaching and Learning Toolkit impact +4 (Small Group Tuition)	1
<i>Year 6 boosting in reading and maths</i>	EEF Teaching and Learning Toolkit impact +4 (Small Group Tuition)	1
<i>SEND/nurture group</i>	EEF Teaching and Learning Toolkit impact +2 (Reducing Class Size)	1

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

Budgeted cost: £64,887.50

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Pastoral interventions</i>  <i>Meeting children's emotional needs at level 3 and above</i> <i>ELSA</i> <i>Parent/parental support (housing etc)</i> <i>Lunch hub</i> <i>Self-regulation stations</i> <i>Boxhall profile</i> <i>Meet and greet on doors</i> <i>Developing parental skills through workshops</i>  <i>Purchase CPOMS subscription</i>	<p>Provide children with specialist targeted support through small group or one to one sessions with our pastoral team, to help manage their self-regulation and/or social and emotional skills so all children are ready to learn and our positive school ethos is maintained as evidenced through the EEF's Social and Emotional Learning, Behaviour Interventions and Targeted support findings published in the EEF Teaching and Learning Toolkit.</p> <p>Our pastoral teams also work closely with parents and families to develop parental skills and encourage parents to be partners in their child's education as evidenced in the EEF's Parental Engagement findings.</p> <p>In addition to this, our pastoral team work closely with teachers and parents to provide mentoring for identified children which has been shown by the EEF's Mentoring report in the Teaching</p>	2, 3, 1

	<p>and Learning Toolkit, to have a positive impact on attainment.</p> <p>Each classroom has a self-regulation station to ensure children are ready to learn and are able to self-regulate when needed as evidenced by the EEF Teaching and Learning Toolkit to have a positive impact on attainment (Metacognition and self-regulation report).</p>	
<i>Marvellous Me to celebrate children's achievements</i>	EEF (2021) Working with Parents to Support Children's Learning. Recommendation number 3 'Tailor school communications to encourage positive dialogue about learning.'	3
<i>Attendance and welfare Paul Fisher and attendance</i>	'absence had a statistically significant negative link to attainment – i.e every day missed was associated with lower attainment score' (DfE, The link between absence and attainment at KS2 and KS4, 2016, p.4)	4
<i>Fitness boost Afterschool sports club</i>	Supporting the well-being of disadvantaged pupils. Tackling obesity crisis.	5
<i>Toast for breakfast</i>	Supporting the well-being of disadvantaged pupils. Ensuring children are ready to learn.	1

**Total budgeted cost: £205,695.5**

## 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.

*Due to COVID-19, national tests were cancelled in July 2020. Internal assessments during 2020/2021 show the impact of partial school closures and disruptions to their learning upon our pupils.*

*As evidenced in schools throughout the country, the disruption to their learning was most detrimental to our disadvantaged pupils, especially in mathematics. Whittaker (2021) found that pupils from disadvantaged backgrounds experienced greater learning losses than their peers. In Primary reading, FSM pupils were 1.2 months behind their usual progress and in maths they were 2.6 months behind.*

*Upon return to school in September 2020, the average percentage of children working at age related expectations across the academy was 34% in reading (ranging from 10% in Reception to 60% in Y1), 29% in writing (ranging from 8% in Reception to 60% in Y1) and 36% in maths (ranging from 12% in Reception to 68% in Y1).*

*At the end of Autumn term in 2020, internal assessments were undertaken and all year groups showed clear progress. The largest increase for reading was 35% in Reception, in writing it was 37% in Reception and in mathematics it was 33% in Reception.*

*Partial school closures then meant that the majority of our children were again learning remotely until 8<sup>th</sup> March 2021. During this time, lots of interventions were put into place for our most vulnerable and disadvantaged children (phone calls by teachers, phone calls by pastoral staff, home visits, inviting children from vulnerable families to attend school, distribution of Chromebooks, paper packs provided for families who couldn't access our online learning). Out of all PPG children, 20% did not engage in any remote learning and 39% had limited or no engagement.*

*Upon return to school in March 2021, the average percentage of children working at age related expectations across the academy was 28% in reading (ranging from 12% in Reception to 38% in Y4), 21% in writing (ranging from 12% in Reception to 35% in Y4) and 28% in maths (ranging from 10% in Reception to 48% in Y1).*

*At the end of the summer term, further formal assessments were undertaken. The average percentage of children working at age related expectations across the academy was 44% in reading (ranging from 35% in Y3 to 62% in Y4), 42% in writing*

(ranging from 17% in Y5 to 67% in Y4) and 49% in maths (ranging from 32% Y5 to 67% in Y4).

<b>Measure</b>	<b>Score</b> <b>Percentage of pupil premium children</b>
Making expected progress throughout the academic year	
Reading	80%
Writing	90%
Maths	80%
Making accelerated progress throughout the academic year	
Reading	80%
Writing	90%
Maths	70%

<b>Measure</b>	<b>Score</b> <b>Percentage of pupil premium children</b>
Meeting expected standard at end of KS2	
Reading	75% (non-PPG 79%)
Writing	70% (non-PPG 72%)
Maths	55% (non-PPG 56%)
Achieving high standard at end of KS2	
Reading	20% (non-PPG 21%)
Writing	10% (non-PPG 5%)
Maths	5% (non-PPG 8%)

<b>Measure</b>	<b>Score</b> <b>Percentage of pupil premium children</b>
Achieving Phonics Screening Check threshold	59%

## 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
Third Space Tuition	Third Space Learning

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

### References

Education Endowment Foundation (2021). Improving Literacy in Key Stage 2.

Education Endowment Foundation (2021). Improving Mathematics in Early Years and Key Stage 1.

Education Endowment Foundation (2021). Improving Mathematics in Key stages 2 and 3 (2021).

Education Endowment Foundation. Teaching and Learning Toolkit.

<http://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

EEF (2021) Working with Parents to Support Children's Learning.

F.Whittaker (2021). Learning Loss Study: Notable Catch-up at Primary, but pupils much further behind. Schoolsweek.co.uk

Oxford School Improvement. Building an Outstanding Reading School.

<http://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/Documents/reading-for-leisure-report.pdf>