

# Pupil premium strategy statement - Woodlands Academy of Learning

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	2021-2022 452 2022-2023 455
Proportion (%) of pupil premium eligible pupils	2021-2022 24% (109 children)  2022-2023 29% (131 children) Broadly in line with national (31%)  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 2022
Date on which it will be reviewed	December 2023
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	2021-22 £168,125.00 (However, we spend £179,696.00 of our budget on pupil premium)

	2022-23 £171,740.00
Recovery premium funding allocation this academic year	£18,415.00
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£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 there is a high school focus so everyone has a responsibility to raise levels of attendance. There is also a designated attendance lead in the office team, who leads specific interventions to support our families and raise attendance levels. They liaise 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	<p>Parents are significantly involved in their child's reading skills.</p> <p>Achieve at least national average expected standard in Year 1 Phonics Screening Check.</p> <p>Achieve at least national expectations at the end of KS1 in reading.</p> <p>Disadvantaged children to achieve accelerated progress in reading during this academic year.</p>

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	<p>Increased fitness levels demonstrated through our 'Fitness boost' sessions led by sports coach.</p> <p>Increased understanding of what 'healthy living' is through our focused Explore and discovery week and Design and Technology curriculum.</p> <p>Disadvantaged children are able to prepare a healthy meal.</p>
Diminishing the difference in outcomes between disadvantaged and non-disadvantaged pupils	<p>The gap between disadvantaged and non-disadvantaged pupils is reducing year upon year.</p> <p>End of EYFS, KS1 and KS2 school outcomes are at least in line with national.</p>

<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>	<p>Throughout the year, all staff will receive whole school training in SEND strategies to support our children led by external consultant Becky Hadley.</p> <p>EEF (2021) Special Educational Needs in Mainstream Schools. 'Ensure all pupils have access to high quality teaching – recommendation 3'.</p>	1
<i>Mentoring and coaching to support professional development of staff (CM)</i>	<p>Throughout the year staff will undertake lesson studies to support professional development of staff.</p> <p>High quality CPD into effective teaching and learning, underpins the principles of the EEF.</p>	1
<i>External consultant, Clare Hubbard to lead whole school training and moderation in reading and writing.</i>	<p>Throughout the year, Claire Hubbard is to work with all teaching staff to support them in their knowledge of teaching reading and writing and ensure consistency in our judgements through whole school moderation.</p> <p>High quality CPD into effective teaching and learning, underpins the principles of the EEF Improving Literacy in Key Stage 2 recommendations.</p>	1
<p><i>RWI training for staff who are new to teaching phonics</i></p> <p><i>Phonics taught in small group SWAT teams</i></p>	<p>Across our academy, we use the Read Write Inc. to systematically teach children the relationship between sounds (phonemes) and the written symbol that represents them (grapheme).</p> <p>We teach phonics in small groups (our SWAT team) across Reception and Key Stage 1.</p>	1

	<p>During 2022-2023 we undertook 2 days whole school training in RWI to ensure all staff are equipped in the systematic teaching of phonics. Our newly appointed phonics lead led a whole school phonics initiative establishing new small phonics groups across years Reception to Year 4. New assessments were introduced to carefully track the progress of children who are not yet secure in their phonetical knowledge. RWI development days are also being undertaken throughout the year to help further develop the knowledge and expertise of our staff and support our SWAT team and RWI lead throughout the academic year.</p> <p>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).</p>	
<p><i>Level 3 teaching assistants lead small group interventions in reading, writing and maths</i></p>	<p>Across the academy all Level 3 Teaching assistants lead interventions in reading, writing and maths which are documented in their intervention folders.</p> <p>EEF Teaching and Learning Toolkit impact +4 (Teaching Assistant interventions)</p>	1
<p><i>Purchase PIXL to improve progress of children in reading, writing and 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>	<p>PIXL is used across the academy to provide standardised tests which provide insight into strengths and weaknesses of each pupil. This 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>	1
<p><i>Subsidise residential visits for disadvantaged pupils</i></p>	<p>At Woodlands, we subsidise educational visits and residential visits to ensure our disadvantaged pupils and their peers</p>	5

<i>Y4 residential Y6 residential Bryntysilio</i>	experience a range of social, cultural and educational life experiences.	
<i>Subsidise trips for disadvantaged pupils</i>	Ofsted research (2019) places an emphasis on improving cultural capital, especially for disadvantaged pupils.	5
<i>Purchase RWI assessment scheme 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>To ensure consistency across our academy and to enable teachers to teach maths through a small step design we purchase an annual White Rose subscription for all staff.</p> <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>	<p>Maths lead to take part in Sustaining Mastery with our local maths hub.</p> <p>EEF Teaching and Learning Toolkit impact +5 (Mastery learning)</p>	1
<i>Communication and language training for staff through Language first initiative, Speech and language support provided by trained NHS staff</i>	<p>'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 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</p>	6



	<p>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>Throughout the academy we have purchased high quality cross curricular texts to ensure our children have access to a range of texts with rich vocabulary.</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>	1, 5, 6
<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>We purchase CGP books (reading, SPAG and maths) for all of our children from years 1 to 6 to ensure all children have access to quality at home learning. Teachers use CGP books to provide quality tasks linked to their children's 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>	1, 3

## 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>Throughout the year, 10 children in year 6 receive one-to-one tuition each week from their online Third Space tutor.</p> <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>TAs lead interventions - Year group interventions (pre-teaching/gaps) RWI interventions</i>	<p>EEF Teaching and Learning Toolkit impact +5 (Teaching Assistant Interventions)</p> <p>EEF Teaching and Learning Toolkit impact +4 (Small Group Tuition)</p>	1
<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 or reading 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 in year 6 led by our</i>	EEF Teaching and Learning Toolkit impact +2 (Reducing Class Size)	1

<i>Deputy Head (maths) and SENCO (Writing).</i>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £64,887.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pastoral interventions</i></p> <p><i>Meeting children's emotional needs at level 3 and above</i></p> <p><i>ELSA</i></p> <p><i>Parent/parental support (housing etc)</i></p> <p><i>Lunch hub</i></p> <p><i>Self-regulation stations</i></p> <p><i>Boxhall profile</i></p> <p><i>Meet and greet on doors</i></p> <p><i>Lunch Hub</i></p> <p><i>Developing parental skills through workshops</i></p> <p><i>Purchase CPOMS subscription</i></p>	<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 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>	2, 3, 1
<p><i>Marvellous Me to celebrate children's achievements</i></p>	<p>EEF (2021) Working with Parents to Support Children's Learning. Recommendation number 3 'Tailor school communications to encourage positive dialogue about learning.'</p>	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: £205,695.50**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/2022 academic year using Key stage 1 and 2 statutory assessment data, phonics check results and our own internal attainment and progress data.

To help us analyse the performance of our disadvantaged pupils, we compared our results for disadvantaged and non-disadvantaged pupils with the national data. The attainment of our disadvantaged pupils was below the national for reading (12%) and maths (-11%) and above the national for writing (+20%). This is reflective of national figures for reading and maths and shows the continuing impact of COVID-19 on our disadvantaged learners. Our internal monitoring following COVID-19, showed that our children who receive pupil premium funding showed the most slippage in reading, writing and maths following school closures. This was despite our efforts to raise parental engagement with remote learning and also offer key worker spaces for our most vulnerable families (identified by our pastoral team).

Data from assessments and tests show that the progress and attainment of our disadvantaged pupils in 2021-2022 was below our expectations. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the impact of COVID-19 on disadvantaged pupils (disadvantaged gap index has increased nationally from 2.91 in 2019 to 3.21 in 2022). However, our internal data shows that during 2021-22 the attainment gap in maths was closing in 3 year groups (Y1, Y3 and Y6), in reading it was closing in 4 year groups (Y1, Y2, Y3 and Y5) and in writing it was closing in 3 year groups (Y1, Y4 and Y6).

The assessment for 2021/22 indicates that the performance of disadvantaged pupils was lower than that of their peers. This is in line with data nationally as the disadvantaged gap index has increased from 2.91 in 2019 to 3.21 in 2022.

Cohort	Reading			Writing			Maths		
	School	National	Difference	School	National	Difference	School	National	Difference
All cohort (60)	60%	74%	-14%	77%	69%	+8%	48%	71%	-23%
Disadvantaged pupils (PP - 20)	50%	62%	-12%	75%	55%	+20%	45%	56%	-11%
Non pupil premium (40)	65%	80%	-15%	78%	75%	+3%	50%	78%	-28%

Disadvantaged pupils' KS2 SATs results 2021/2022 (percentage at age related standard or above)

In addition to this, throughout 2021-2022 our internal data demonstrates that all disadvantaged pupils made progress in reading, writing and maths.

- In maths 81% made expected or better progress with 39% making accelerated progress.
- In reading 92% made expected or better progress with 47% making accelerated progress.
- In writing 81% made expected or better progress with 50% making accelerated progress.

Accelerated progress was achieved through our continued high focus on the emotional well-being of our children and ensuring the learning behaviours of our children returned to our pre-Covid expectations. Our subject leaders also continued to adapt our curriculums to the evolving needs of our pupils and our whole-school 'slingshot' approach of ensuring key knowledge and skills from previous years were secure prior to moving on to new content.

At the end of 2022, the percentage of children achieving the phonics screening threshold (71%) was slightly below the national average (75%). We continued to see the impact of Covid-19 in the phonics attainment of our disadvantaged learners with 52% of disadvantaged learners achieving the threshold. Therefore, a large proportion of our pupil premium allocation continues to be utilised to boost our children's attainment and progress in reading and on implementing our new phonics teaching strategy across our school.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Third Space Tuition	Third Space Learning
Read Write Inc Phonics	Oxford Owl
Fresh Start	Oxford Owl

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Our pupil premium spending continues to have a high focus on the emotional well-being of our children and support given by our pastoral team and school staff.

### **The impact of that spending on service pupil premium eligible pupils**

At Woodlands we have two siblings who are eligible to service pupil premium funding. During 2021/22 these children made good or accelerated progress in reading, writing and maths and attained age related expectations at the end of the academic year.

Next year, we will continue to support our service children through quality first teaching and continued emotional support from our year group teams and pastoral team if needed.

## 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>