

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium funding for the 2023 to 2024 academic year) 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	The Academy of Woodlands
Number of pupils in school	629
Proportion (%) of pupil premium eligible pupils	42.13 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	30/9/2024
Date on which it will be reviewed	30/9/2025
Statement authorised by	Chloe Brown Head of School Emma Poad Executive Headteacher
Pupil premium lead	Patrick Adekoya AHT-Inclusion
Governor / Trustee lead	Luke Geary

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£338,658.00
Recovery premium funding allocation this academic year	£34,981.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£373,639.25

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium is additional funding to help ensure disadvantaged pupils achieve in line with all pupils nationally and to close any in-school attainment gaps. The funding is intended to support children to develop positive learning behaviours and equip them with the skills and qualities to become happy, confident lifelong learners.

At The Academy of Woodlands, we have a high proportion of pupils who are eligible for Pupil Premium and this has increased since the pandemic and recent cost of living crisis. We will focus on the main barriers and challenges that prevent our disadvantaged pupils from thriving in line with their non-disadvantaged peers. The barriers include: school attendance, opportunities to develop cultural capital, an effective language for emotions, academic outcomes, contextual safeguarding and SEND.

Our expectation is that all of our pupils achieve and embody our school values, they thrive and develop the passion to become lifelong learners and feel a sense of belonging through our school values of togetherness and self-awareness. We will ensure our children's needs are met through identification and ongoing assessment to close the gap that currently exists between our Pupil Premium and Non-Pupil Premium children.

### **Key Objectives of our strategy**

- Our main objective is to narrow the attainment gap between our Pupil Premium children and those who are not pupil premium.
- We work towards this key objective by ensuring the children have access to a high-quality curriculum with the support of extra adults-both intervention teachers and teaching assistants, as well as access to SEMH provisions.
- PPG will be used to provide additional educational or emotional wellbeing support to improve the progress and to raise the standard of achievement for these pupils.
- To provide opportunities for our children to increase cultural capital

### **Key principles of our strategy**

- All pupils will benefit from the use of PPG in our school.
- Disadvantaged and vulnerable pupils will make progress and achieve to the best of their ability, narrowing the gap between themselves and their peers.
- PPG will be spent to support both academic progress and attainment, and the wellbeing of our disadvantaged and vulnerable pupils.

## Challenges

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

Challenge number	Detail of challenge
<b>1 Attainment</b>	Attainment of PPG children, particularly in maths is lower than non-PPG peers.
<b>2 Attendance</b>	Attendance and punctuality - Our PPG children regularly have a lower percentage of attendance, are persistently absent or are regularly late. In 2023-2024 academic year, the average gap in attendance between Pupil Premium pupils and non-Pupil Premium was 2.2%
<b>3 Community, contextual safeguarding</b>	Social challenges involving pupils witnessing domestic violence, peer on per abuse and online abuse has resulted in a higher percentage of PPG children have been identified as having SEMH needs
<b>4 Cultural capital.</b>	Due to current financial climate, PPG children have had less opportunities to develop cultural capital outside of our school and explore their interests.
<b>5 Breakfast</b>	PPG children regularly coming to school having not had breakfast which effects their memory and attention, academic performance and behaviours.
<b>6 Increasing numbers of pupils with SEND.</b>	An increasing percentage of PPG children with SEND attending the school.

## 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
<b>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.</b>	<p>By 2025, the number of PPG children that pass the phonics test in Year 2 matches or exceeds national averages. There will be no significant gaps in reading speed and comprehension between PPG and non-PPG pupils evidenced in the end of Key Stage results. PPG attainment in reading, writing and maths will continue to improve.</p> <ul style="list-style-type: none"> <li>-PPG children identified within each class and appropriate interventions put into place which evidence accelerated progress.</li> <li>- PPG children attend PIXL groups.</li> <li>-PPG children to achieve National Average results in the phonic screening check, Year 4 MTC and Year 6 SATs.</li> <li>- Acute gap analysis will evidence progress through monitoring and assessment.</li> </ul>
<b>Attendance of PP children is in line with peers nationally</b>	<p>By July 2025, attendance of PPG pupils is in line with national averages and there is a reduction in % gap between persistently absent PPG pupils and non-PPG pupils.</p> <ul style="list-style-type: none"> <li>-PPG children attendance percentage to be &gt;96%</li> <li>- Early intervention from Attendance Officer</li> </ul>

	<ul style="list-style-type: none"> <li>- Liaising with AASSA</li> </ul>
<p><b>To identify, assess and address the SCLN needs of learners</b></p>	<p>Barriers for pupils with identified PP and SCLN are reduced and pupils make good progress from their starting points which is in line with other pupils from their cohort.</p> <ul style="list-style-type: none"> <li>-Early recognition of PPG children requiring speech and language intervention in EYFS.</li> <li>- Early intervention through the NELI program in Nursery.</li> <li>- PPG children with SCLN will make accelerated progress through effective liaising with the Trust Speech and Language Team.</li> <li>- Early language intervention to develop vocabulary, listening and narrative for storytelling skills in EYFS.</li> <li>-Early recognition of PPG children requiring phonics intervention in KS1.</li> <li>-PPG children in year 3 and 4 also accessing phonics interventions.</li> <li>-Continuing to invest in RWI to increase literacy attainment.</li> </ul>
<p><b>To enhance pupils' broader experiences</b></p>	<p>By July 2025, have increased involvement of PP children in extracurricular clubs – making numbers in line with peers. In addition, for PPG children to continue to access enrichment opportunities (such as cultural trips, workshops or sporting events that broaden their horizons). PPG pupil voice will indicate that they are given the opportunities and that these experiences have positively impacted their learning or aspirations.</p> <ul style="list-style-type: none"> <li>-Enrichment activities available to all PPG children.</li> <li>-Inviting outside agencies into school to enrich our curriculum offer.</li> <li>-Access to multiple extra-curricular activities</li> <li>-Year 4-6 children to have the opportunity to learn a musical instrument.</li> <li>- Opportunities for all children from year 2 upwards to partake in swimming lessons.</li> </ul>
<p><b>To ensure end of KS2 results are in line or above National Average</b></p>	<p>By 2025, the number of PPG children that pass the phonics test in Year 2 matches or exceeds national averages. There will a significant reduction in the gap in reading speed and comprehension between PPG and non PPG pupils evidenced in the end of Key Stag results. Pupil premium attainment in reading, writing and maths will continue to improve.</p> <ul style="list-style-type: none"> <li>-Access to high quality teaching: 100% teaching to be at least good.</li> <li>- Forensic analysis of data to identify target groups for accelerated progress.</li> <li>-PPG children to have access to regular intervention groups and targeted support from TAs and teachers, including PiXL, one-to-one Phonics tutoring.</li> </ul>

**PPG pupils have appropriate strategies to support their mental health and well-being.**

Pupil Premium children will be well supported by the pastoral enrichment offer within the school and have access to strategies to support improvements in their mental health and wellbeing, as evidenced on the Provision reviews.

- PPG children with SEMH are equipped with emotional support and strategies to increase resilience to access our curriculum and make progress.
- Provide 1:1 emotional regulation sessions
- Offer Lego Therapy sessions
- Offer ELSA for vulnerable children
- Freedom Programme for children who have witnessed domestic abuse within the home
- Offer of counselling sessions
- Hamish and Milo project provide a range of PPG pupils social and emotional learning.
- PPG children and parents are confident when applying appropriate strategies, they have learned in interventions which reduces the impact in their daily lives.

**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: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extended contracted hours for support staff to deliver targeted early morning interventions.</i>	Early morning intervention will be small, targeted group as support in the EEF finding that 4 additional months progress on average can be made over the course of a year. Evidence shows that targeted support in smaller groups, focusing on identified gaps leads to improved outcomes of up to 4 months. TA_Recommendations_Summary.pdf (d2tic4wvo1iusb.cloudfront.net)	1
<i>With best endeavours, we will strive to ensure support staff across the school deliver in-class therapies and interventions.</i>	PiXL primary is a successful raising standards programme designed to support targeted intervention.  One-to-one Phonics interventions Zones of Regulation- Swans (in and out) NELI  See above	1

<p><b>RWI CPD for all staff</b></p>	<p>A highly recognised scheme of work which will raise literacy attainment in all areas.</p> <p>RWI is a recognised high quality systematic phonic programme. This programme is being used to improve outcomes for reading, writing and language development.</p> <p><a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes</a></p>	<p>1 and 6</p>
<p><b>Continued development of management of delivery of RWI by subject leaders</b></p>	<p>Effective management of the delivery of RWI supports improved outcomes. Detailed management of assessment outcomes allows leaders to identify and create additional support groups for the bottom 20%</p>	
<p><b>CPD sessions for Teaching Assistants</b></p>	<p>CPD sessions have included:</p> <ul style="list-style-type: none"> <li>- Trauma Informed Schools</li> <li>- Sensory Circuits</li> <li>- Precision Teaching</li> <li>- SEND Awareness</li> <li>- Lego Therapy</li> <li>- Colourful Semantics</li> <li>- Zones of Regulation</li> <li>- Boundaries</li> <li>- SCLN</li> </ul>	<p>1,3 and 6</p>
<p><b>CPD for teaching staff</b></p>	<p>Trauma Informed Schools training</p> <p>Pedagogical approaches on retrieval practices.</p> <p>Mastery approach across all subjects</p> <p>Reducing cognitive load.</p> <p>Metacognition and self-awareness.</p> <p>Translating learning from short-term to long-term memory.</p>	<p>1,3,4,6 and 7</p>
<p><b>Minibus picking up children from home</b></p>	<p>Reduced persistence absence.</p> <p>Fostered and strengthened school – family partnerships</p> <p>Increased attendance figures</p>	<p>2 and 3</p>
<p><b>Free breakfast club</b></p>	<p>Maslow’s Hierarchy of needs suggest that children need their basic needs met before they are ready to focus and learn.</p>	<p>5</p>

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

Budgeted cost: £78,611.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b><i>Phonics Intervention</i></b>	<p>Identify the attainment gaps in PPG children's phonics knowledge.</p> <p>Termly assessments to evidence progress – sustained, significant increase in phonics data from 2022.</p> <p>Phonics lead has release time during phonics sessions to ensure high quality teaching across all groups via observations and feedback.</p> <p>Evidence shows that those who pass the phonic screening check will achieve EXP in year 2 and year 6.</p> <p>Support staff are trained to deliver one-to-one phonics tutoring.</p>	<p>1 and 6</p> <p>High quality teaching and learning and use of phonics scheme to improve phonics standards</p>
<b><i>Year 6 Intervention Groups with a qualified teacher/HLTA</i></b>	<p>An extra member of staff would reduce class sizes for core subjects and to run interventions.</p> <p>Reading PIXL groups before school.</p> <p>Maths PIXL groups after school.</p>	<p>1</p> <p>High quality teaching and learning in place</p>
<b><i>Speech and Language Intervention</i></b>	<p>A qualified speech and language specialist ensures children within EYFS engage in Literacy Link-a multi-sensory language approach.</p> <p>School has invested in receptive and expressive language programmes.</p> <p>A qualified speech and language therapist ensures that children highlighted as having more complex difficulties with communication and interaction are assessed and recommendations are put in place to support them.</p>	<p>1</p>

	Training is provided by the speech and language therapist to ensure strategies can be used to support children with communication difficulties in the classroom.	
<b>Occupational Therapist, Speech and Language Therapist, art therapist, another specialist speech and language TA and a trained counsellor have joined AOW as part of the Rivermead Inclusive Trust</b>	These are all qualified professionals in their field and children who need support are being referred and supported by them.	1,2,3 and 6
<b>PiXL subscription costs</b>	Evidence based therapies and interventions are planned for through this programme.  PiXL is used to identified and targeted key groups of children to make accelerated progress.	1 and 6

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

Budgeted cost: £201,926.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Mini Bus</b>	Collecting and bringing low attending pupils to school will ensure their attendance percentage will increase.  (School data indicates that difficulties attendance and lateness have improved with the use of breakfast club.)	2,3 and 5  Increased attendance and opportunity to access breakfast
<b>Pastoral Welfare Manager and Nursery FLO.</b>	Having a full time family liaison officer helps to break down barriers with our PPG families which will ensure the relative support will be put into place.  (Review of best practice in parental engagement – DFE 2010)  EEF toolkit = +4 benefit for lowest cost	1,2,3 and 5  Parental engagement to improve attendance
<b>Learning Mentor</b>	Children having access to a learning mentor ensures the attendance levels increase and enables the children to	2 and 5

	<p>focus within lessons which increase their attainment.</p> <p>The therapy dog can provide support to ensure some vulnerable pupils are able to settle into school more readily.</p> <ul style="list-style-type: none"> <li>-Recruitment of a Behaviour and Learning Mentor</li> <li>- Recruitment of a Family Liaison Officer</li> </ul> <p>EEF toolkit = +2 benefit</p>	<p>Increased attendance and increased parental engagement</p>
<b>2 ELSA trained staff</b>	<p>EEF states that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>1, 2, and 3</p>
<b>Breakfast Club</b>	<p>A free breakfast club is provided for our children and families. It provides a safe space for all pupils and families to arrive at school early and enjoy a free breakfast. This has a positive impact on our schools' attendance as well as increased attention as soon as the children enter the classroom.</p> <p>National Library of Medicine The Advantages and Disadvantages of Breakfast Clubs According to Parents, Children, and School Staff in the North East of England, UK - PMC (nih.gov)</p> <p>EEF Evaluation of school breakfast clubs = <i>'found both improved attendance and behaviour in schools.'</i></p>	<p>1,2 and 5</p>
<b>Trips</b>	<ul style="list-style-type: none"> <li>-Year 6 residential children. Contributing a % of final costs, PPG children are to attend a residential trip alongside non-PPG children.</li> <li>-PPG will have a % of trips paid for to ensure they can attend.</li> </ul> <p>Council for learning outside the classroom - <i>"Learning outside the classroom changes lives."</i></p>	<p>1,2 and 4</p>
<b>In-house visitors</b>	<p>PPG children will have a % of experiences paid for so they have the same access and opportunities as non-PPG children</p> <p>There are many benefits to bringing visitors into primary schools. Bastide (1999) suggests that <i>"a very useful source of first-hand experience...for</i></p>	<p>1,2 and 4</p>

	<i>pupils can be the visitor” and McCreery et al (2010) identified that “the big advantage is that... becomes personal, particular and real.”</i>	
<b>After-school club</b>	<p>The opportunity to be involved in a range of activities to develop both physically, emotionally and socially.</p> <p>EEF research – Teaching and learning toolkit extending the school day. Moderate impact for moderate cost</p>	1,2 and 4
<b>Swimming</b>	<p>Our children attend swimming sessions for 12 weeks during the school year. Funding will be allocated to pupil premium children to enable access.</p>	1,2 and 4
<b>Study Bugs</b>	<p>This tracks and provides reports to show attendance figures for our vulnerable pupils and alerts us to prolonged periods of absence. It enables us to break down the data to allow us to see patterns for each vulnerable group.</p>	1, 2, 3 and 5

**Total budgeted cost:** £376,723.65

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### **Challenge 1: Attainment**

##### **EYFS**

Non-PPG GLD%	PPG GLD%
50%	49%

##### **Year 1 Phonics**

Non-PPG	PPG
49%	64%

##### **Year 2 Phonics**

Non-PPG	PPG
93%	70%

#### **KS2 Combined RWM percentages**

Year	Non-PPG Combined	PPG combined
3	38%	33%
4	39%	48%
5	37%	45%
6	29%	38%

#### **Challenge 2: Attendance**

National figures for 2023-2024:

Overall attendance	Persistence Absence rate
92.8%	20.7%

School attendance for 2023-2024:

Overall attendance	PPG attendance	Non- PPG attendance
94.2%	92.5%	95.5%

#### **Challenge 3: Community, contextual safeguarding**

There are ten provisions that address different SEMH needs across the school. 35% of SEMH concerns involve PPG children. Furthermore, all children have provisions in

place and are making progress as expected progress towards improving wellbeing. All classrooms have regulation boxes for children to access calming and mindfulness strategies. Pupil voice from PPG learners has also indicated increased confidence and are able to articulate strategies they could use once distressed.

#### **Challenge 4: Cultural Capital**

72 out of 247 of children (30%) attend the 26 clubs across the school. PPG are encouraged to attend clubs are recommended by teachers to ensure they maximise the cultural capital offer at Academy of Woodlands. In addition, funding is not a barrier for PPG learners to access trips and enrichment opportunities:

PPG funding enabled 24 year 6 pupils to attend our Year 6 residential trip, who would otherwise have been unable to take part and it also funds those who are unable to pay for the coach to take them swimming each week for two terms in the academic year.

#### **Challenge 5: Breakfast**

PPG funding enabled 13 pupils to be regularly picked up to attend breakfast club who would otherwise would have struggled to attend school. With this barrier removed, coupled with breakfast, the children are set up for a successful day.

#### **Challenge 6: Increasing number of SEND PPG learners.**

Intervention outcomes for non-PPG pupils with SEND were making 0.05 as expected progress.

Intervention outcomes for PPG pupils with SEND were making 0.12 expected progress.

## **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
<b>Classroom Secrets</b>	Classroom Secrets
<b>Testbase</b>	AQA
<b>White Rose Maths</b>	White Rose
<b>Hamilton Trust</b>	Hamilton Trust
<b>TTRS</b>	Maths Circle
<b>RWI</b>	Ruth Miskin
<b>Tapestry</b>	Tapestry
<b>Provision Map</b>	Edukey
<b>Lucid Cops (DG Rapid 4-11)</b>	GL Assessment
<b>BOT 2 Brief Bruininks-Oseretsky Test of Motor Proficiency</b>	Pearson
<b>Renfrew Action Picture Test</b>	Winslow Resources

<b>CELF-5 booklets</b>	Pearson
<b>TALC-1</b>	ELKLAN
<b>BPVS-3 forms</b>	GL Assessment

## Further information (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***

NA

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