

# Pupil Premium Strategy Statement

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 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	624
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Chloe Brown Head of School
Pupil premium lead	Esther Welsh SENDCo
Governor / Trustee lead	Luke Geary

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£332,400
Recovery premium funding allocation this academic year	£34,800
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	£367,200

# Part A: Pupil premium strategy plan

## Statement of intent

### **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 an emotional and well-being member of staff.
- 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 to our children and families so as to reduce any inequalities between key members of our school community and their peers.

### **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
1	High quality teaching - A key factor for attainment and progress is effective teaching, as highlighted by the EEF, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. Securing high quality teaching raises outcomes for all, but is disproportionately beneficial for the most disadvantaged.
2	Attendance and punctuality - Our PPG children regularly have a lower percentage of attendance or are regularly late.
3	COVID has had a huge impact on our children's attainment, especially our PPG children who, despite every effort, may not have regularly accessed education for 18months.
4	An increased need for emotional and well-being support for a number of PPG children.
5	A significant minority of children who have witnessed Domestic Violence within their households.
6	Disadvantaged pupils have had difficulties in engaging in wider aspects of curriculum and enrichment activities – many have not had the opportunity to

	experience things beyond the taught curriculum and within the wider community due to the previous pandemic and current financial climate
7	PPG children regularly coming to school having not had breakfast.
8	Educational gaps in the children's learning have widened due to remote learning. KS1 - particularly phonics and KS2 - maths and reading.
9	Increase in SEND referrals and requests from parents.

## 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>	<ul style="list-style-type: none"> <li>-PPG children identified within each class and appropriate interventions put into place.</li> <li>-PPG children to achieve National Average results in the phonic screening check, ks1 SATs, year 4 MTC and year 6 SATs.</li> </ul>
<b>Increase in attendance of disadvantaged children</b>	<ul style="list-style-type: none"> <li>-PPG children attendance percentage to be &gt;96%</li> </ul>
<b>To develop communication skills of disadvantaged children</b>	<ul style="list-style-type: none"> <li>-Early recognition of PPG children requiring speech and language intervention in EYFS.</li> <li>-Early recognition of PPG children requiring phonics intervention in KS1.</li> <li>-PPG children in year 3 also accessing phonics interventions</li> <li>-Continuing to invest in RWI to increase literacy attainment</li> </ul>
<b>To enhance pupils' broader experiences</b>	<ul style="list-style-type: none"> <li>-Enrichment activities available to all PPG children</li> <li>-Inviting outside agencies into school to enrich the National Curriculum</li> <li>-Access to multiple extra-curricular activities</li> <li>-Year 4-6 children to have the opportunity to learn a musical instrument</li> </ul>
<b>To ensure end of KS2 results are in line or above National Average</b>	<ul style="list-style-type: none"> <li>-Access to high quality teaching</li> <li>-PPG children to have access to regular intervention groups and targeted support from TAs and teachers.</li> </ul>
<b>To ensure vulnerable children can access well-being and emotional support</b>	<ul style="list-style-type: none"> <li>-Continue to employ a learning mentor</li> <li>-Provide 1:1 emotional sessions</li> <li>-Offer talking Lego sessions</li> <li>-Offer ELSA for vulnerable children</li> <li>-Freedom Programme for children who have witnessed domestic violence within the home.</li> </ul>

### 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
<b><i>Extended contracted hours for support staff to deliver targeted early morning interventions.</i></b>	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.	1, 2, 3, 4, 6 and 8
<b><i>With best endeavours we will strive to ensure a high ration of support staff across the school to deliver in class therapies and interventions.</i></b>	PiXL primary is a successful raising standards programme designed to support targeted intervention.  See above	1, 2, 3, 4, 6 and 8
<b><i>RWI CPD for all staff</i></b>	A highly recognised scheme of work which will raise literacy attainment in all areas.	1 and 8
<b><i>CPD sessions for Teaching Assistants</i></b>	CPD sessions have included: - Trauma Informed Schools - Sensory Circuits - Precision Teaching - SEND Awareness	3, 4, 5 and 6
<b><i>CPD for teaching staff</i></b>	Trauma Informed Schools training	3, 4, 5 and 6
<b><i>Minibus picking up children from home</i></b>	There is evidence from attendance figures that this has made an impact.	2
<b><i>Free breakfast club</i></b>	Maslow's Hierarchy of needs supports that children need their basic needs met before they are ready to focus and learn.	7

### 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
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<p><b>Phonics Intervention</b></p>	<p>Identify the attainment gaps in PPG children’s phonics knowledge. Teacher employed for 3 days a week to ensure PPG children in year 1 will achieve National Average in the phonics screening check.</p> <p>Evidence shows that those who pass the phonic screening check will achieve EXP in year 2 and year 6.</p> <p>Teaching should be the top priority, including professional development, training and support.</p> <p>Recommended by EEF (Education Endowment Foundation)</p> <p>Government guidance around a high quality phonics scheme being in place</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/232222/Validation_of_systematic_synthetic_phonics_programmes_supporting_documentation_-_GOV.UK_(www.gov.uk).pdf">Validation of systematic synthetic phonics programmes: supporting documentation - GOV.UK (www.gov.uk)</a></p> <p>Anthony &amp; Francis, 2005; Melby-Lervag, Lyster, &amp; Hulme, 2012</p>	<p>1 and 8</p> <p>High quality teaching and learning and use of phonics scheme to improve phonics standards</p>
<p><b>Year 6 Intervention Groups with a qualified teacher/HLTA</b></p>	<p>An extra member of staff would reduce class sizes for one day a week-this will raise engagement and attainment within lessons and targeted groups can have an increase in focus.</p> <p>Teaching should be the top priority, including professional development, training and support.</p> <p>Recommended by EEF (Education Endowment Foundation)</p>	<p>1</p> <p>High quality teaching and learning in place</p>
<p><b>Speech and Language Intervention</b></p>	<p>A qualified speech and language specialist will ensure 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>1</p>
<p><b>Occupational Therapist, Speech and Language Therapist, another specialist speech and language</b></p>	<p>These are all qualified professionals in their field and children who need support are being referred and supported by them.</p>	<p>1, 3, 4, 5, 6, 8, 9</p>

<b>TA and a trained counsellor have joined AOW as part of the Rivermead Inclusive Trust</b>		
<b>PiXL subscription costs</b>	<p>Evidence based therapies and interventions are planned for through this programme.</p> <p>PiXL is used to identified and targeted key groups of children to make accelerated progress.</p>	1, 2, 3, 4, 6, 7, 8, 9

## 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>	<p>Collecting and bringing low attending pupils to school will ensure their attendance percentage will increase.</p> <p>(School data indicates that difficulties attendance and lateness have improved with the use of breakfast club.)</p>	<p>2 and 7</p> <p>Increased attendance and opportunity to access breakfast</p>
<b>Pastoral Welfare Manager and Nursery FLO.</b>	<p>Having a full time family liaison officer will help to break down barriers with our PPG families which will ensure the relative support will be put into place.</p> <p>(Review of best practice in parental engagement – DFE 2010)</p> <p>EEF toolkit = +4 benefit for lowest cost</p>	<p>2,5,7,9</p> <p>Parental engagement to improve attendance</p>
<b>Learning Mentor</b>	<p>Children having access to a learning mentor ensures the attendance levels increase and enables the children to focus within lessons which increase their attainment.</p> <p>EEF toolkit = +2 benefit</p>	<p>2,5</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>	1, 3, 4, 8, 9

<p><b>Breakfast Club</b></p>	<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>1,2,5</p>
<p><b>Trips</b></p>	<p>-Year 6 residential children. Contributing a % of final costs, PPG children are to attend a residential trip alongside non-PPG children. -PPG will have a % of trips paid for to ensure they can attend.</p> <p>Council for learning outside the classroom - <i>"Learning outside the classroom changes lives."</i></p>	<p>3,6 and 8</p>
<p><b>In-house visitors</b></p>	<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 pupils can be the visitor"</i> and <i>McCreery et al (2010) identified that "the big advantage is that... becomes personal, particular and real."</i></p>	<p>3,6,8</p>
<p><b>After-school club</b></p>	<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>	<p>2,4,5</p>
<p><b>Swimming</b></p>	<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>	<p>1, 6, 8</p>

**Total budgeted cost:** £375,537.65

## 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.

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.

#### Year 6 PPG results:

##### EXP

Reading- 22/34=65%

Writing-22/34=65%

Maths-20/34=59%

Combined-17/34=50%

##### GDS

Reading-10/34=29%

Writing-4/34-12%

Maths-3/34=9%

Combined-1/34=3%

### 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
Twinkl	Twinkl
Classroom Secrets	Classroom Secrets
Testbase	AQA
White Rose Maths	White Rose
Hamilton Trust	Hamilton Trust
TTRS	Maths Circle
RWI	Ruth Miskin
Tapestry	Tapestry
Provision Map	Edukey
Lucid Cops (DG Rapid 4-11)	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

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
NA
<b>The impact of that spending on service pupil premium eligible pupils</b>
NA

## Further information (optional)

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