

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
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	45.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Catherine Hasker, Acting Headteacher
Pupil premium lead	Catherine Hasker, Acting Headteacher
Governor / Trustee lead	Ravi Lamba

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,290
Recovery premium funding allocation this academic year	£11,890
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	£122,180

Part A: Pupil premium strategy plan

Statement of intent

At Woodlands Academy, it is our intention that all pupils, irrespective of their individual backgrounds, make good progress from their individual starting points and achieve their full potential across all subjects. Our Pupil Premium Strategy Plan is designed to support disadvantaged pupils to achieve this goal.

As part of our plan, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker. This plan aims to support the needs of these pupils as well, regardless of whether they are disadvantaged or not.

Our approach is based around providing high-quality teaching for all pupils, while providing additional support in the areas of the curriculum where it is most needed. This allows us to have impact when closing gaps in attainment between pupil groups and is also beneficial to those who are non-disadvantaged as they will make progress and sustain their attainment alongside their peers.

Our strategy also links to the wider school strategy of utilising the National Tutoring Programme to support pupils whose education has been most effected by the pandemic, inclusive of pupils from all backgrounds.

Our approach is responsive to challenges identified through ongoing assessment and discussions, rather than assumptions about what the emerging needs may be. Pupil progress discussions between colleagues are vital to ensuring that our approach is robust and effective. To ensure our approach remains effective, we will:

- Ensure disadvantaged pupils are challenged appropriately, while being supported to succeed
- Act early when a need is identified
- Ensure all members of staff recognised their individual responsibilities in supporting those from disadvantaged backgrounds to set high expectations and close gaps in learning.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate verbal skills

	<p>which are below previous age related expectations and gaps in the vocabulary of many disadvantaged pupils. These are evident from Reception through to Key Stage 2 and are particularly prevalent in our disadvantaged pupils.</p>
2	<p>Assessments, observations and discussions with pupils indicate disadvantaged pupils have greater difficulty with Phonics than their peers, which impacts negatively on their ability to decode a text and complete reading tasks.</p>
3	<p>Internal assessments indicated that Reading attainment in Key Stage 1 for disadvantaged pupils is significantly below that of non-disadvantaged pupils. While the results at the end of KS2 for disadvantaged and non-disadvantaged were equal, in other KS2 year groups non-disadvantaged outperformed disadvantaged.</p> <p>In 2020/21, just 43% of disadvantage pupils in KS1 achieved age related expectations, compared with 56% of non-disadvantaged pupils.</p>
4	<p>Internal assessments indicated that Writing attainment in Key Stage 1 for disadvantaged pupils is significantly below that of non-disadvantaged pupils. While the results at the end of KS2 for disadvantaged were better than the results of non-disadvantaged, in other KS2 year groups non-disadvantaged outperformed disadvantaged</p> <p>In 2020/21, just 14% of disadvantage pupils in KS1 achieved age related expectations, compared with 38% of non-disadvantaged pupils.</p>
5	<p>Internal assessments indicated that Maths attainment in Key Stage 1 and 2 for disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>In 2020/21, just 29% of disadvantage pupils in KS1 achieved age related expectations, compared with 69% of non-disadvantaged pupils.</p> <p>In 2020/21, 55% of disadvantage pupils in KS2 achieved age related expectations, compared with 64% of non-disadvantaged pupils.</p>
6	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, particularly in Reading and Writing.</p>
7	<p>Our assessments (including a parent survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to isolation, and a lack of enrichment opportunities during school closure. There has also been a significant increase in recognised levels of anxiety in pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
8	<p>Our assessment data over the last 2 years, shows that attendance among disadvantaged pupils has been 1 - 2% lower than for non-disadvantaged pupils.</p> <p>17 - 22% of disadvantaged pupils have been 'persistently absent' compared to 13-16% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress, particularly in younger year groups.</p>

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
Improved verbal skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics attainment among disadvantaged pupils.	KS1 Phonics outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
Improved Reading attainment among disadvantaged pupils.	KS2 Reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
Improved Writing attainment among disadvantaged pupils.	KS2 Writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved Maths attainment among disadvantaged pupils.	KS2 Maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain wellbeing for all pupils at Woodlands Academy, particularly disadvantaged pupils.	Qualitative data from pupil and parent voice Observation evidence of strategies across the school to support wellbeing Reduction in requests for support with anxiety related concerns
To ensure all pupils, particularly disadvantaged pupils, have access to a broad and balanced curriculum, with access to a wide range of enrichment opportunities throughout their time at Woodlands.	Qualitative data from pupil and parent voice Increase in participation levels in enrichment activities, particularly for disadvantaged children
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0 - 0.5%. the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 1.5% higher than their peers.

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: £ 36,058

Activity	Evidence that supports this approach	Challenge number(s) addressed
Text based curriculum with Power of Reading strategies, reading to Learn taught vocabulary sessions	There is a strong evidence base that suggests oral language interventions, including activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 3, 5
Purchase of Essential Letters and Sounds to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3
Purchase of books matched to phonics phases to ensure all pupils, particularly disadvantaged have access to appropriately matched texts.	Books which are correctly matched to the stage a child is at within their Phonics teaching, will allow them to be challenged at an appropriate level for their ability. Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3
Explicit teaching of Reading Domains through Reading to Learn approach in all classes, with new teachers supported via team teaching and opportunities to observe more experienced colleagues.	The teaching of reading comprehension strategies, in particular the explicit teaching of strategies to comprehend a text have been shown to be particularly beneficial. Reading comprehension strategies- EEF	3
Maths Mastery approach with training through Maths Hubs, shared with colleagues through CPD	Teaching through mastery approaches ensures a high level of success before moving onto new content Mastery Learning- EEF	5
Effective implementation of the Woodlands	Different methods of feedback can be effective and feedback should not be	4

Learning journey and use of feedback to ensure the editing phase is purposeful and moves all pupils, particularly disadvantaged pupils, on in their learning.	limited to written feedback. Feedback- EEF	
Effective next steps marking, online and verbal feedback to promote the use of Reading, Writing and Maths skills across all subjects.	Feedback from a range of sources is beneficial and is most successful when delivered by teachers. Feedback- EEF	3, 4, 5
Access to online learning platforms, including (but not limited to) Google Classroom, Bug Club, TTRS, Power Maths and Power of Reading to access resources and set tasks for pupils to access at home.	Online learning provides opportunities for collaborative learning and allows teachers to set homework tasks which are engaging for pupils, particularly the disadvantaged. Collaborative learning- EEF Homework- EEF	1, 2, 3, 4, 5
Curriculum development to ensure a broad and balanced curriculum with a clear progression of skills and high level of engagement for the pupils (includes CPD time, subject monitoring time)	Opportunities for collaborative learning and included throughout the curriculum, with children mastering skills before moving on to the next part. The curriculum is developed to meet these expectations. Collaborative learning- EEF Mastery Learning- EEF	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £ 69,837

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group narrative and vocabulary groups	Oral language interventions positively impact the language skills of pupils, which will in turn positively impact on attainment. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Phonics groups to ensure those not	Phonics should be matched at a child's current level of skill. By supporting in	2, 3

working at age related expectations are given the opportunity to close the gaps, particularly disadvantaged pupils.	small groups, pupils are taught at the appropriate level, while encouraged to close the gaps, particularly disadvantaged pupils Phonics Toolkit Strand Education Endowment Foundation EEF	
Regular benchmarking (using PM Benchmarking) of pupils to ensure that they are being challenged at an appropriate level for their ability.	It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Reading comprehension strategies- EEF	3
Additional booster classes to support pupils to close gaps	Enables the teacher to focus on a small number of learners and is most effective when targeted at pupils' specific needs. Small group tuition- EEF	3, 4, 5
Peer reading during lunchtimes	Peer tutoring has a positive impact on both tutors and tutees, but training is needed for it to be effective. Peer tutoring- EEF	3
Academic mentor- Reading and Writing support	Enables the academic mentor to focus on a small number of learners and is most effective when targeted at pupils' specific needs. Small group tuition- EEF	3, 4
Social skills groups to support children with appropriate social engagement and responses to peers led by learning mentor, particularly for disadvantaged pupils.	Targeted approaches to social emotional learning have a positive impact on academic progress Social and Emotional Learning- EEF	6, 7
The introduction of Forest school to develop children's self-confidence, self-esteem, practical and communication skills.	Evidence suggests that Forest school benefits pupils socially, emotionally and academically Forest school and its impacts on Young Children: Case studies in Britain Social and Emotional Learning- EEF	1, 6, 7
Nuffield Early Language Intervention- additional staff needed to provide the intervention while maintaining EYFS ratios	Evidence shows that children receiving the NELI programme made accelerated progress in comparison to those who did not receive NELI. NELI- evidence and evaluation	1
Workshops for parents to aid them in supporting their children's learning at home.	Parental engagement has a positive impact on learning Parental engagement- EEF	All
To support pupils with	Specialist assessments and	1, 2, 3, 4, 5, 6

targeted strategies to enable them to access learning through formal assessments through external agencies, including the Educational Psychologist, Ealing Primary Centre and Speech and Language Service.	recommended strategies allow us to ensure pupils' learning is structured to support their additional needs. Educational Psychology promotes Teaching and Learning	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 24,993

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential trip at the end of Key Stage 2	Beneficial to the wellbeing of the pupils and provides them with an experience which they would not otherwise have, allowing them to learn through life experience. Royal Geographical Society summary	7
Opportunities to learn within other settings, exposing all children, particularly the disadvantaged, to enrichment opportunities they may not otherwise have had	School trips allow pupils to learn in another context, which increase engagement and can turn 'dry' topics into fascinating experiences, which motivates them to learn and engages them with the curriculum. Journal article- school trips, are they worth the effort?	7
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures, with the support of the Local Authority attendance team. It will also involve providing wrap around care to support working parents to ensure that their children can be dropped off and	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	8

collected from school at a suitable time.		
To reward positive examples of attendance, behaviour and academic excellence in all pupils, particularly the disadvantaged.	<p>Universal behaviour approach. Promotion of positive behaviour for learning and rewarding consistent engagement motivates pupils, particularly the disadvantaged, to engage with their learning.</p> <p>Behaviour approaches- EEF</p>	6, 7
School comms and School Cloud systems to enable easy booking for parents to access clubs and parents' evening information and booking	<p>Ease of access and availability of choice promotes parental engagement for all families, particularly the disadvantaged.</p> <p>Parental Engagement- EEF</p>	All

Total budgeted cost: £ 130,888

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in all areas of the curriculum. It was therefore not possible to achieve all the outcomes set in the 2020/21 Pupil premium proposal.

The primary reason for this, was the impact of the Covid-19 pandemic, which disrupted all areas of the curriculum. As is evident from all schools across the country, the negative impact of school closure was most felt by our disadvantaged pupils who rely on school to provide life and academic experiences which they are otherwise unable to access. The impact was mitigated by our efforts to offer as many disadvantaged pupils as possible a place in school, to ensure that all pupils had access to a chromebook at home and to provide regular and consistent high quality online learning opportunities. Parent feedback has been overwhelmingly positive, with pupils able to access at least 2 live lessons per day through Google Classroom, alongside set tasks. Teachers and TAs were also available to provide written support through the Google Classroom stream and to offer support for any specific concerns raised through the worry button. These tools were also used to provide ongoing home learning throughout the year, including to any pupils who were isolating.

In Key Stage 2, teacher assessed data for Year 6 pupils showed that disadvantaged pupils actually outperformed their non-disadvantaged counterparts by 5% in Reading and there was no difference in attainment in Writing, although both figures were approximately 20% lower than they would be in a typical year. This is in line with comparative data from other Ealing schools.

Strategies put in place to support pupil and family mental health, including the use of the online worry button was very successful, with records demonstrating that all worries raised were actioned and followed up. Vulnerable families were supported through the offer of a school place during school closure or through regular (weekly) phone calls from a member of SLT. Class emails were effective in providing a direct method of communication with parents and were also used to distribute school reports. School cloud allowed us to host a virtual parents' evening with 60% attendance and all other parents being spoken to via phone.

Although overall attendance in 2020/21 was lower than in the preceding 3 years, at just 94.9%, this was in line with many other schools in the area. Parental engagement was

sustained, but not improved, through the offer of online workshops and communication through the class email system.

Behaviour improved significantly throughout the school year, with anecdotal evidence suggesting that playground incidents at an all-time low. This was predominantly due to the limited interactions as a result of the bubbles and eating in class, but the underlying principles from this have been taken forward, with children having more space and a wider range of playtime activities available to them now than ever before.