

## 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	178.5
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Catherine Hasker, Headteacher
Pupil premium lead	Catherine Hasker, Headteacher
Governor / Trustee lead	Shirley Kenworthy-Wright

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,188
Recovery premium funding allocation this academic year	£12,688
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	£133,876

# 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"> <li>the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0 - 0.5%.</li> <li>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.</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: £ 31,200

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: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3, 5
Subscription to 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	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. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	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. <a href="#">Reading comprehension strategies- EEF</a>	3
Maths Mastery approach shared with colleagues through CPD and supported by attendance at the Good Practice Maths Network	Teaching through mastery approaches ensures a high level of success before moving onto new content <a href="#">Mastery Learning- EEF</a>	5

Additional training to support pupils with English as an Additional Language.	Enables the teacher to set specific targets for small groups to develop their understanding of English. <a href="#">Small group tuition- EEF</a>	1, 2, 3, 4, 5
Effective implementation of the Woodlands Learning journey and use of feedback to ensure the editing phase is purposeful and moves all pupils, particularly disadvantaged pupils, on in their learning.	Different methods of feedback can be effective and feedback should not be limited to written feedback. <a href="#">Feedback- EEF</a>	4
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. <a href="#">Feedback- EEF</a>	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. <a href="#">Collaborative learning- EEF</a> <a href="#">Homework- EEF</a>	1, 2, 3, 4, 5
Curriculum development to ensure a broad and balanced and diverse 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. <a href="#">Collaborative learning- EEF</a> <a href="#">Mastery Learning- EEF</a>	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £ 84,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group narrative and vocabulary groups to support the lowest	Oral language interventions positively impact the language skills of pupils, which will in turn positively impact on	1

20% of pupils.	attainment. <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Phonics groups and 1:1 interventions to ensure those not working at age related expectations are given the opportunity to close the gaps, particularly disadvantaged pupils.	Phonics should be matched at a child's current level of skill. By supporting in small groups, pupils are taught at the appropriate level, while encouraged to close the gaps, particularly disadvantaged pupils <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3
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. <a href="#">Reading comprehension strategies- EEF</a>	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. <a href="#">Small group tuition- EEF</a>	3, 4, 5
Small group teaching of Writing and Maths in Year 6	Enables the teachers to structure teaching strategies to meet the pupils' needs and pace of learning. <a href="#">Small group tuition- EEF</a>	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. <a href="#">Peer tutoring- EEF</a>	3
Academic mentor- Reading, Writing and Maths support in Years 2 & 6	Enables the academic mentor to focus on a small number of learners and is most effective when targeted at pupils' specific needs. <a href="#">Small group tuition- EEF</a>	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 <a href="#">Social and Emotional Learning- EEF</a>	6, 7
Continue and further develop Forest school provision to develop children's self-confidence, self-esteem, practical and	Evidence suggests that Forest school benefits pupils socially, emotionally and academically <a href="#">Forest school and its impacts on Young Children: Case studies in Britain</a> <a href="#">Social and Emotional Learning- EEF</a>	1, 6, 7

communication skills.		
Workshops for parents to aid them in supporting their children's learning at home.	Parental engagement has a positive impact on learning <a href="#">Parental engagement- EEF</a>	All
To support pupils with 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.	Specialist assessments and recommended strategies allow us to ensure pupils' learning is structured to support their additional needs.  <a href="#">Educational Psychology promotes Teaching and Learning</a>	1, 2, 3, 4, 5, 6

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

Budgeted cost: £ 18,100

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. <a href="#">Royal Geographical Society summary</a>	7
Learning Mentor groups support pupils to develop their understanding of their social and emotional skills.	<a href="#">Social &amp; Emotional Learning</a>	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- <a href="#">school trips, are they worth the effort?</a>	7
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	8



<p>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 collected from school at a suitable time.</p>		
<p>To reward positive examples of attendance, behaviour and academic excellence in all pupils, particularly the disadvantaged.</p>	<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><a href="#">Behaviour approaches- EEF</a></p>	<p>6, 7</p>
<p>School comms and School Cloud systems to enable easy booking for parents to access free and subsidised clubs and parents' evening information and booking</p>	<p>Ease of access and availability of choice promotes parental engagement for all families, particularly the disadvantaged.</p> <p><a href="#">Parental Engagement- EEF</a></p>	<p>All</p>
<p>To develop parent confidence and improve parent interaction and engagement with their child's learning</p>	<p><a href="#">Parental Engagement- EEF</a></p>	<p>All</p>

**Total budgeted cost: £ 133,670**

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

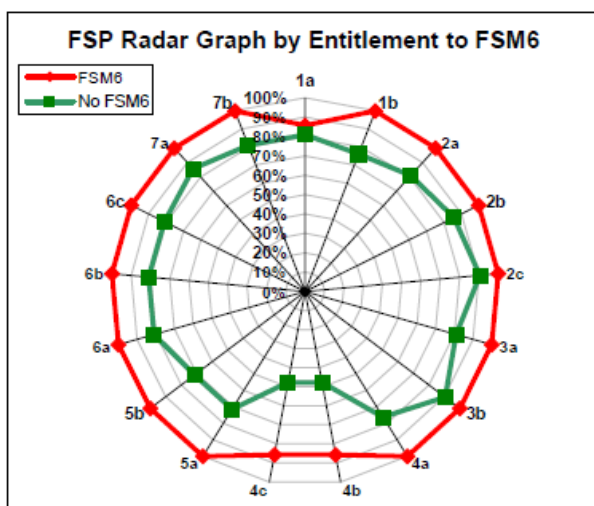
## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Data submitted at the end of each key stage (EYFS, KS1 & KS2) was analysed with specific regard to pupil premium outcomes when compared with their non-pupil premium peers.

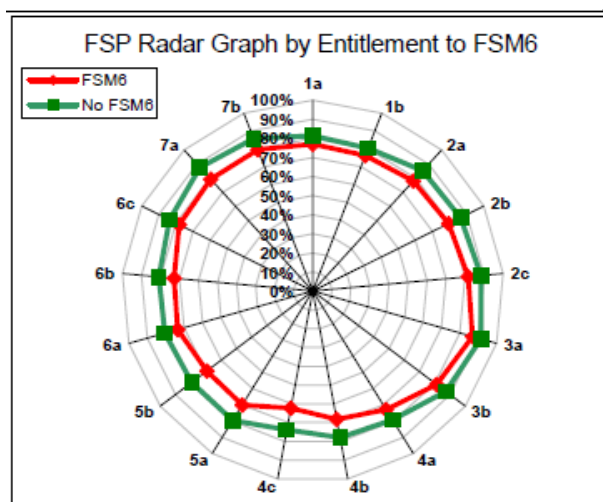
### Early Years

By the end of Reception, those entitled to Pupil Premium out performed their peers in all areas of the curriculum, as can be seen on the chart below:



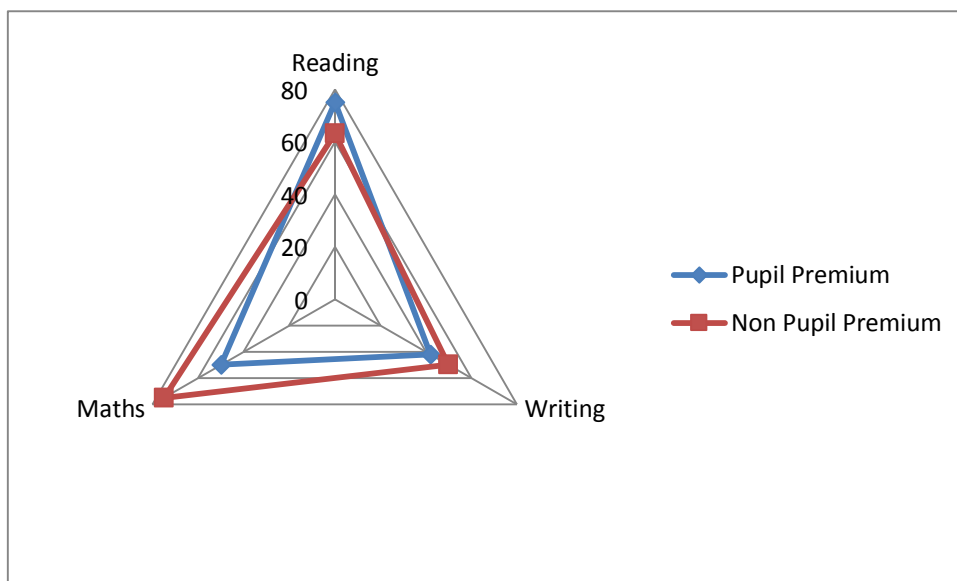
- 1a- Listening, Attention & Understanding
- 1b- Speaking
- 2a- Self-regulation
- 2b- Managing self
- 2c- Building relationships
- 3a- Gross Motor Skills
- 3b- Fine Motor Skills
- 4a- Comprehension
- 4b- Reading
- 4c- Writing
- 5a- Number
- 5b- Numerical Patterns
- 6a- Past & Present
- 6b- People, Culture & Communities
- 6c- The Natural World
- 7a- Creating with Materials
- 7b- Being imaginative & expressive

This is in contrast with borough data (see below), where pupils without Pupil Premium performed better in all areas.

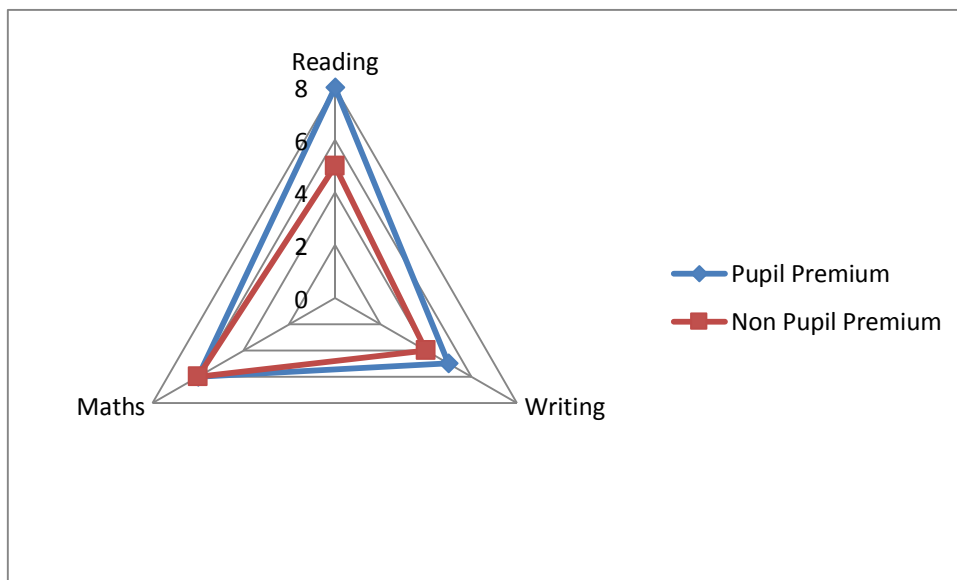


## Key Stage 1

The chart below shows the end of year outcomes for Pupil Premium pupils at the end of KS1 when compared with non-pupil premium as a percentage.



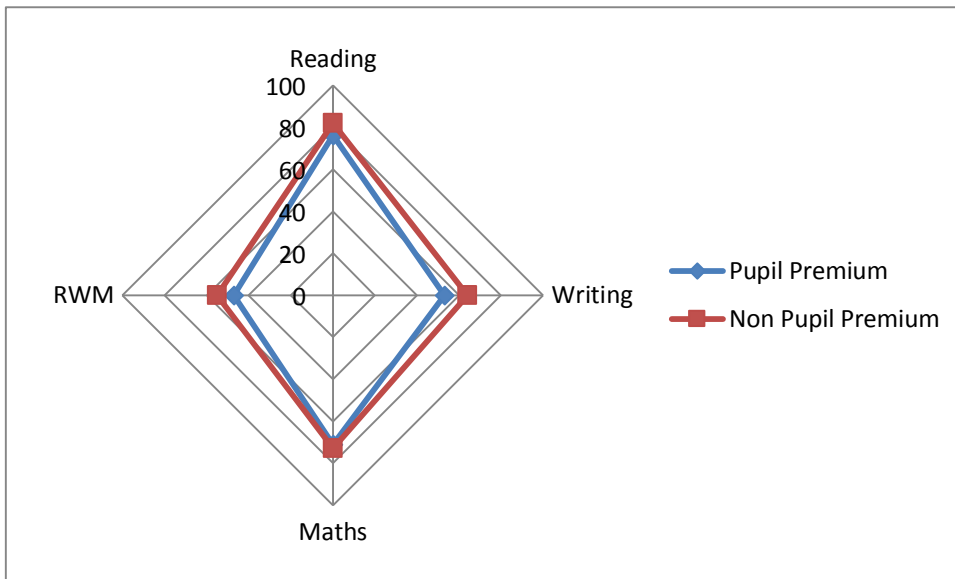
It is evident, that while Pupils entitled to Pupil Premium outperformed their peers in Reading, this was not the case in Writing or Maths. This is partially as a result of the numbers of pupils within each group, where there are more pupils with Pupil Premium than without. Below the data is presented based on the number of pupils in each group achieving ARE.



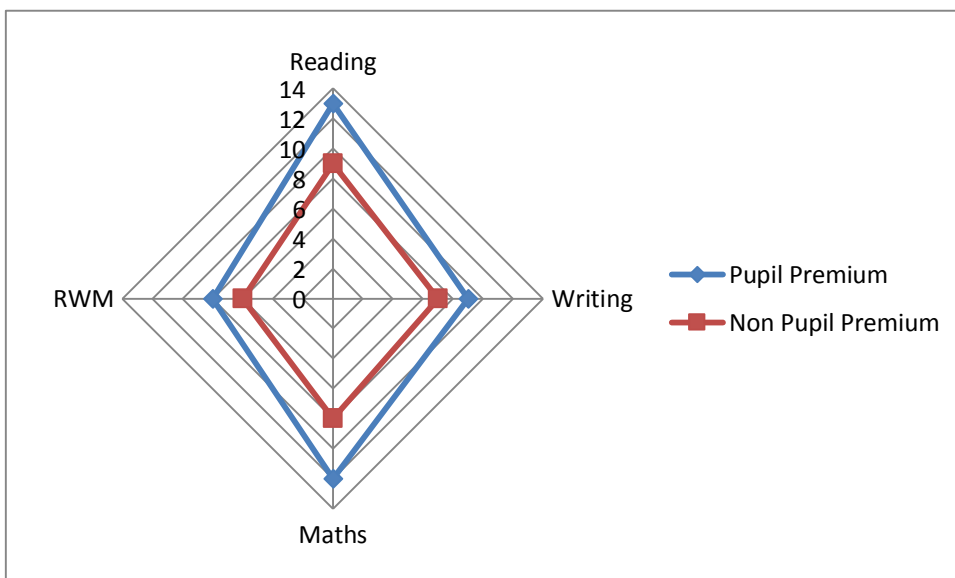
When presented in this way, the data indicates that more pupils with Pupil Premium are achieving Age Related Expectations (ARE) in Reading and Writing, while the groups are equal in Maths. However, given the data achieved, both Maths and Writing are areas of focus in KS1 this year.

## Key Stage 2

The chart below shows the end of year outcomes for Pupil Premium pupils at the end of KS2 when compared with non-pupil premium as a percentage.



From this chart, it appears that pupils entitled to PP were outperformed in all areas of the curriculum, However, once again there are many more pupils entitled to Pupil Premium than not. Below, the data is presented based on the number of pupils in each group achieving ARE.



When presented in this way, it is clear that more individual pupils entitled to Pupil Premium achieved ARE than their Non Pupil Premium peers. This is a particular achievement given that many of our pupils entitled to Pupil Premium did not have access to the same support or resources as many of their non-pupil premium counterparts during lockdown. Reading, Writing and Maths are all areas for development in KS2.

Year 2 pupils were assessed up to two times (in Autumn and Summer) in Phonics. By the end of the year, 80% of pupils had reached the standard of the test.

Of those entitled to Pupil Premium, 82% achieved ARE, compared with 88% of those not entitled to Pupil Premium. However, in such a small cohort, the difference in pupils is not significant and we are therefore very happy with the performance of all of our pupils, particularly those entitled to Pupil Premium.

In Year 1, 75% of pupils entitled to Pupil Premium passed the Phonics Screening check, compared to 64% of those not entitled to Pupil Premium. However, when simplified to actual pupil numbers, 8 entitled to Pupil Premium passed, compared to 7 non Pupil Premium pupils.

In both year groups, the gaps which generally exist between those who are or are not entitled to Pupil Premium were not evident following additional interventions.

In Early Years, the NELI project targeted 6 pupils, all of whom made significant progress in their spoken language across the year. The pupils selected were all pupils whose speaking skills were not at Age Related Expectations. By the end of the year, all pupils involved had made at least expected progress for the year (6 steps), with some making up to 10 steps progress across the year. As part of the project the TA was required to scribe some of their speaking in response to specific questions and pupils who initially would only say one or two sentences were requiring more than a page to capture their language.

The project was very successful, but the time commitment required cost more in cover than was reasonable for a group of 6 pupils. As a result, the project has not been continued into 2022-23 but the training from the project continues to be utilised as a tool in the classroom.

In 2021-22, 90% of our Year 6 pupils attended the end of year residential- the highest percentage in Woodlands history. We were able to use our Pupil Premium funding to subsidise this fantastic experience and to support with additional costs, including lunches on the day of return and shuttle buses around the site.

Across the school, we were able to offer a wide range of trips, including Gunnersbury Museum, the Royal Opera House, Kew Gardens, the Science Museum and a London River Cruise, as well as many more, to pupils across the school. These are not places that many of our pupils usually have the opportunity to visit and they were inspired to engage with their learning and share their knowledge with friends and family through their experiences. The cultural capital developed as a result of a trip to the ballet at the Royal Opera House cannot be underestimated and pupil premium funding allowed us to ensure that these experiences were feasible with the limited resources many of our families have.

Parents were engaged through parent coffee mornings, workshops and parents

evenings. We purchased school cloud software, which allowed us to offer hybrid evenings where some appointments were face to face and some through virtual meetings on the school cloud platform. In our first Parents' Evening of the year, 95% of parents met with their child's class teacher. While this decreased slightly to 80% for the second evening, the use of the hybrid approach has allowed us to interact with at least the same percentage of parents as pre-Covid evenings.

Parent coffee mornings have provided parents with a supportive community where they are able to support each other and their children. We also hosted a Creative English course run by parents, aimed at supporting those with limited English speaking skills to develop their language and confidence, while building links in the community. While this was funded in 2021-22, the school will be covering the cost in 2022-23 to ensure that parents are able to become part of the community and to interact more confidently with the school.

Our Early Years Lead completed her Forest school training in 2022 and led sessions with the Nursery cohort. These were fantastic for developing the vocabulary of our younger members.

Pupils from KS2 were involved in helping to prepare the forest area through gardening and environmental activities, with those entitled to Pupil premium representing 75% of this group. A bug hotel (Buggingham Palace) was also built as part of this process. In 2022-23, Forest school will continue for all Nursery pupils, in addition to groups of KS1 & KS2 pupils, 83% of whom are entitled to pupil premium.

All pupils were benchmarked in Reading throughout the year, and appropriate book bands assigned based on the results. PM Benchmarking also ensures that pupil's comprehension of the text is also assessed before they can move onto the next level. This process enabled us to better understand the needs of each individual child and to target reading support specifically. For example, in Year 4, between September and July, the reading age of those entitled to Pupil Premium improved by an average of 1.5 years. This is accelerated progress in fluency and comprehension and this pattern was common across all year groups.

Throughout lockdown, pupils became increasingly familiar with our online learning platforms, including Bug Club, Times Table Rockstars and Google Classroom. These continued to be used on a daily basis throughout 21-22 and the success of engaging pupils in home learning through these platforms means that they are likely to remain for the foreseeable future. Any pupil who did not have access to a device at home was able to request one through the school office free of charge. Class teachers were able to facilitate this through regular monitoring of the usage of online learning platforms.

In Year 4, pupils were assessed in the Multiplication check and their success was largely related to the opportunities they had to practice and prepare through Times Table Rock Stars (TTRS). There was a direct correlation between those who were

most successful in the assessment and those who achieved the highest number of coins on TTRS. Pupils entitled to Pupil Premium were provided with devices, as needed, to ensure that they could access TTRS and were able to complete assigned tasks and additional challenges of their choosing to prepare for these assessments.

While attendance was a focus in 2021-22, it was not on our SDP, but has been added for 2022-23. Overall our attendance was 91.9% for the year- significantly lower than we had hoped, despite speaking about attendance regularly and sending reminders. For 2022-23, we are raising the profile again, linking our lunchtime golden table to attendance, introducing an attendance cup and showing the children the current tracking of attendance each week. We are also being more proactive in having conversations with parents who are at risk of their children becoming classified as Persistent Absentees. Unfortunately, the vomiting and flu bugs which impacted on our attendance last year have returned this year and, with less testing for Covid, it is likely that those attending school may inadvertently pass it to their friends and/or teachers.