

# 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	176.5
Proportion (%) of pupil premium eligible pupils	47.9%
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 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Catherine Hasker, Headteacher
Pupil premium lead	Catherine Hasker, Headteacher
Governor / Trustee lead	Miranda Gray

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,948
Recovery premium funding allocation this academic year	£12,253
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	£135,201

# 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: £ 33,146

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- EECPDF</a>	4
Additional training on Oracy approaches to develop pupils' vocabulary from a Literacy specialist.	Oral language approaches have been found to have a high impact on pupil outcomes and modelling oral language skills is beneficial to development from a young age <a href="#">Oral Language Interventions- EEF</a>	1, 3, 4
Additional training on addressing pupils' needs in writing through editing, feedback and dynamic planning from a Literacy specialist.	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: £ 70,379

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group narrative and vocabulary groups to support the lowest 20% of pupils.	Oral language interventions positively impact the language skills of pupils, which will in turn positively impact on attainment. <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
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
Academic mentor- Writing and Maths support in Years 3 & 4	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	Targeted approaches to social emotional learning have a positive impact on academic progress <a href="#">Social and Emotional Learning- EEF</a>	6, 7

by learning mentor, particularly for disadvantaged pupils.		
Continue and further develop Forest school provision to develop children's self-confidence, self-esteem, practical and communication skills.	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
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: £ 30,267

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	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	7



enrichment opportunities they may not otherwise have had	curriculum. Journal article- <a href="#">school trips, are they worth the effort?</a>	
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> 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 collected from school at a suitable time.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	8
To reward positive examples of attendance, behaviour and academic excellence in all pupils, particularly the disadvantaged.	Universal behaviour approach. Promotion of positive behaviour for learning and rewarding consistent engagement motivates pupils, particularly the disadvantaged, to engage with their learning. <a href="#">Behaviour approaches- EEF</a>	6, 7
School comms and School Cloud systems to enable easy booking for parents to access free and subsidised clubs and parents' evening information and booking	Ease of access and availability of choice promotes parental engagement for all families, particularly the disadvantaged. <a href="#">Parental Engagement- EEF</a>	All
To develop parent confidence and improve parent interaction and engagement with their child's learning	<a href="#">Parental Engagement- EEF</a>	All

**Total budgeted cost: £ 133,792**

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

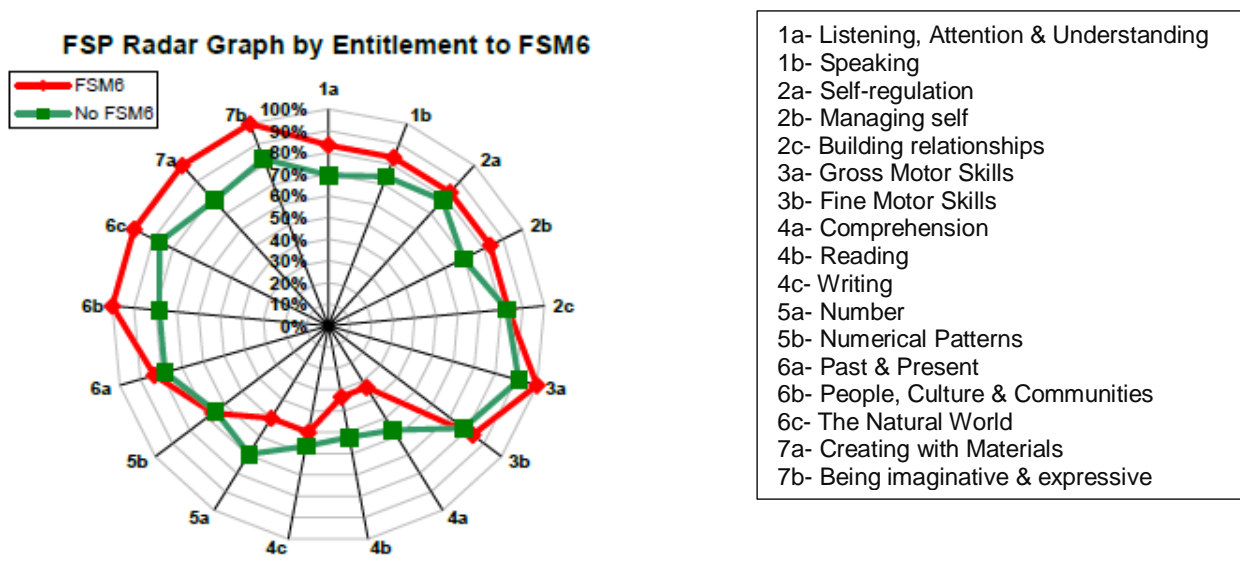
## Pupil premium strategy outcomes

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

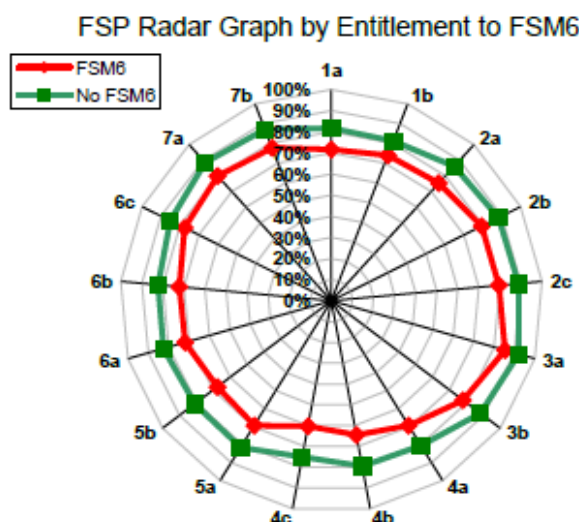
Data submitted at the end of each key stage (EYFS, KS1 & KS2) was analysed with specific regard to pupil premium outcomes when compared with their non-pupil premium peers.

### Early Years

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

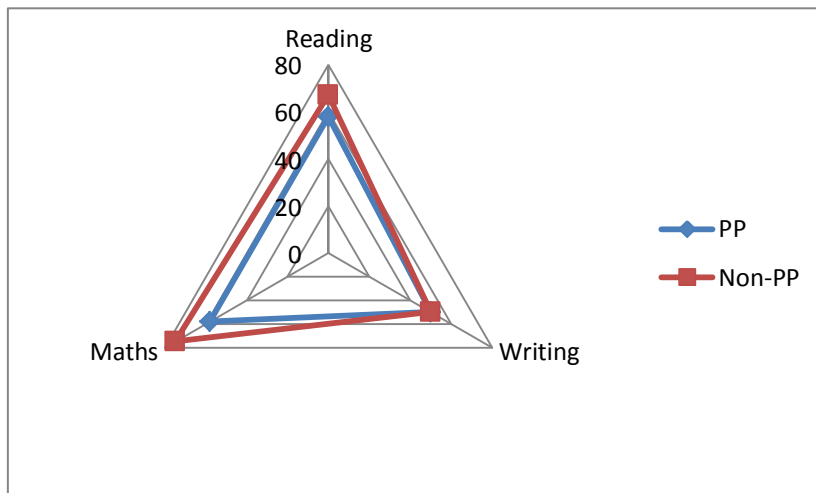


This is in contrast with borough data (see below), where pupils without Pupil Premium performed better in all areas.

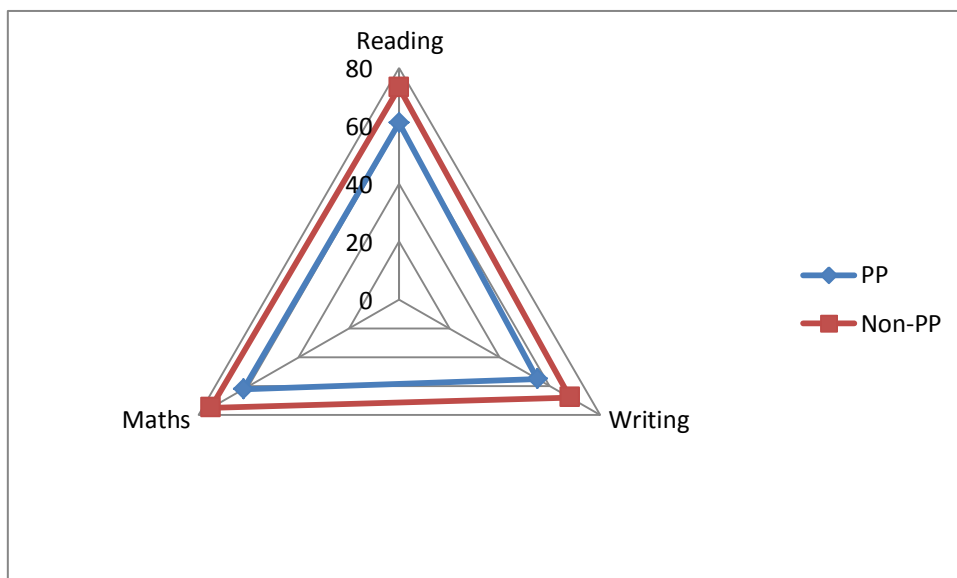


## Key Stage 1

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.



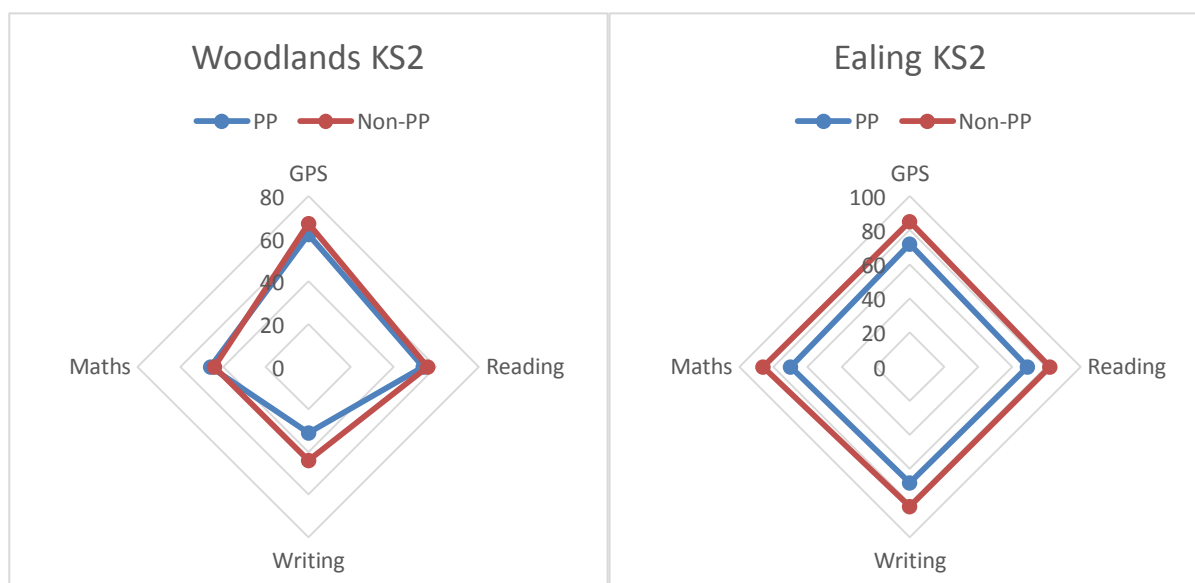
It is evident, that while pupils not entitled to Pupil Premium outperformed their peers in Reading and Maths, this was not the case in Writing, where they performed equally. Below is the data for the borough for KS1. As a borough, Pupil Premium pupils are outperformed in all areas and while the data for Woodlands was not quite as high as the borough data, the gap in Reading and Maths is comparable, while there is no Writing gap currently at Woodlands.



Pupils who had not sat the Phonics screening assessment or not passed it in Year 1 had an opportunity to resit in Year 2. By the end of the year, 92% of those entitled to Pupil Premium had passed, compared to just 75% of those not entitled to Pupil Premium.

## Key Stage 2

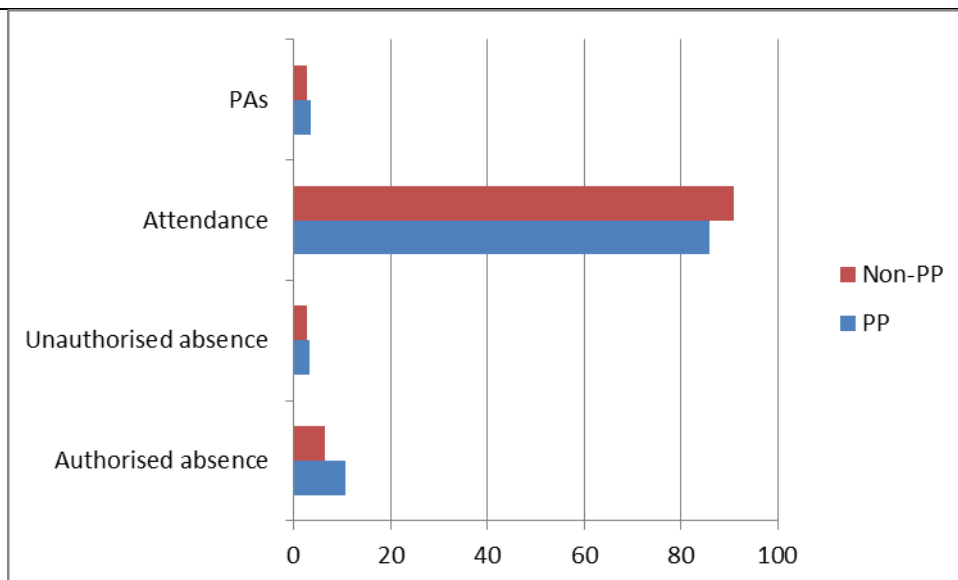
Data in KS2 was significantly below national average as a result of an exceptionally small cohort, with a high proportion of additional needs. Additional support was put in place to manage these needs, particularly the high levels of anxiety, but post-Covid it has been challenging to decrease anxiety levels as the causes are so varied. 2 pupils in the cohort of 23 did not sit the SATS due to working below the level of the assessments (1 sat the Maths) but are included in the data. Both attempted to sit the mock exams and were unable to cope with the content, resulting in them being withdrawn from the assessments.



Despite the low pass rate, it is evident that the gap between PP and non-PP is minimal in all areas, with the exception of Writing where the gap is proportional to that in the borough.

## Attendance

In 2022-23 Woodlands' attendance decreased significantly, as did many schools in the borough. The chart below shows the percentage of authorised absences, unauthorised absences, attendance and persistent absentees (PAs) in the Pupil Premium and Non-Pupil Premium groups over the Autumn and Spring terms.



As a school, attendance dipped last year and was below target. Additional resources will be used in 2023-24 to motivate children to attend school frequently (without an unattainable requirement for 100% attendance) and a reward system will be offered on a weekly, termly and annual basis as an incentive. This provides all pupils with the opportunity to be rewarded for improvements in attendance as well as overall attendance figures.

### EYFS

In Early Years, just 20% of the class were entitled to Pupil Premium. Of these pupils, 33% achieved a good level of development, 50% made excellent progress but did not quite reach expectations in Literacy and/or Maths and 17% were working below the expected standard across multiple areas including communication and language and personal, social and emotional development.

In 2023-23, just 43% of our Year 6 pupils attended the end of year residential. We were able to use our Pupil Premium funding to subsidise this fantastic experience and to support with managing increased costs, including the coach, prices for which have increased significantly beyond what many of our families can afford in the last few years. Additional Pupil Premium funding was used to subsidise activities for pupils who did not attend the trip, including day trips and in school activities such as cooking and arts and crafts.

Across the school, we were able to offer a wide range of trips, including Gunnersbury Museum, the Royal Albert Hall, the Royal Opera House, the Natural History Museum, 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 or to perform with the school choir at the Royal Albert Hall 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 once again 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, 90% of parents met with their child's class teacher. While this decreased slightly to 70% for the second evening, the use of the hybrid approach has allowed us to interact parents who are working or unable to get to school easily.

We also introduced 'showcase' days, where parents were invited in to see their children learning in class and teachers were able to model strategies which could be used to support learning at home. We also hosted a Creative English course run by parents, aimed at supporting those with limited English to develop their language and confidence, while building links in the community. This has previously been funded, but the space is now provided by the school to benefit our wider community.

Our Early Years Lead completed her Forest school training in 2022 and continued to lead sessions with the Nursery cohort. These were fantastic for developing the vocabulary of our younger members. This was also developed for our KS1 and KS2 pupils with additional needs, including high anxiety, social communication needs and ASD. 60% of this group were entitled to Pupil Premium and therefore the funding was used to subsidise resources and staff for this provision to take place. In 2023-24 our intention is to train an additional member of staff to lead this provision for our KS1 and KS2 pupils as the confidence it gave pupils in 22-23 was incredible.

Pupils from KS2 were involved in helping to prepare the forest area through gardening and environmental activities, with those entitled to Pupil premium representing 70% of this group. Our bug hotel (Buggingham Palace) was also developed further as part of this process.

PM Benchmarking continued to be used across the school, ensuring that teachers were allocating the correct level of book to the children and that they were understanding what they had read as well as decoding. The questions included in PM benchmarking also allowed teachers to plan their Reading to Learn lessons to address specific types of questions which groups of people were struggling with. With new staff and additional pupils, further training on this will be provided in 2023-24 to ensure the Benchmarking remains consistent.

Bug Club, Times Table Rockstars and Google Classroom continued to be used by teachers to share homework and set tasks. We also invested in ELS phonics online books as these are directly matched to the phonics levels of pupils in EYFS and KS1. When the next Bug Club subscription expires, the whole school will move to this system. Parents can find information on how to access these resources on our school website.

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.