

Woodlands Academy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	WoodlandsAcademy
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	73%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
The date on which it will be reviewed	Summer 2023
Statement authorised by	Andrew Morgan, Principal
Pupil premium lead	Andrew While
Governor / Trustee lead	Geetika Goyal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,160
Recovery premium funding allocation this academic year	£16,240
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	£75,400

Part A: Pupil premium strategy plan

Statement of intent

Woodlands Academy provides education for some of the most vulnerable and disadvantaged pupils from across the City of Nottingham as well as other local authorities. All of our pupils have and EHC plan

The academy aims to support the development of all pupils, including those disadvantaged as defined by the Pupil Premium Grant definitions. We must recognise that pupil progress is contextualised and needs-led and aimed to develop the whole child.

We aim to use our pupil premium funding to support not only academic strategies and attendance but also the wider curriculum and enrichment. All of our strategies are researched and will be monitored to ensure impact.

Challenges

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

Challenge number	Detail of challenge
1	Attainment/literacy Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This is most noticeable in reading and literacy.
2	Attendance Our data and assessments show that some of our disadvantaged pupils have erratic attendance due to changing or challenging home circumstances and previous educational experiences.
3	Personal development/life skills/independence Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel, work experience.
4	Communication/social interaction Our assessments, observations and discussions with pupils show that our disadvantaged pupils generally have greater challenges around

	communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties
5	Sensory needs Many of our pupils have sensory needs which if not met can lead to barriers in self-regulation

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategic plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments, notably in literacy. Pupils achieving GCSEs and Entry Level Certificates.	An increase in the number of disadvantaged pupils entering and succeeding in GCSE subjects, particularly Literacy. An increase in achievement as demonstrated through our termly data capture.
Pupils to have improved language comprehension to access the curriculum in their pathway.	Assessment of language comprehension shows a reduction of the gap between themselves and non disadvantaged pupils at the Academy.
Disadvantaged pupils will have greater confidence and independence skills in the school and wider community, to help them prepare for adulthood.	Through discussion and observation with staff, pupils and families and meeting independence targets on their EHCPs.
To improve attendance of all PP pupils	For disadvantaged pupils to attend school in line with their peers.
Pupils will use appropriate communication systems to aid their understanding and to express themselves with said devices	Disadvantaged pupils will have more access to the curriculum, whichever Pathway they are in and will be meeting communication targets that are outlined in their EHCPs.
Improved attainment and independence of pupils with sensory needs	Through discussion and observation by school and families, disadvantaged

	pupils with sensory needs will have greater access to their particular curriculum.
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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: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular reading age assessment through Star Assessment and the Accelerated Reader programme for all pupils.	EEF research on Accelerated Reader: The study found that Year 7 pupils who were offered the programme made 3 months' additional progress in reading, with 5 months' progress being made by those who were eligible for free school meals. The programme appears to be effective for weaker readers as a catch-up intervention.	1
Primary aged and pathway 1&2 pupils to be taught the RLT Phenomenal Phonics Programme, which is compliant with new DfE guidance, Including staff CPD and resources	EEF research on Phonics: <i>"Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."</i>	1, 4
Enhanced Makaton training	"Non-verbal people can and do learn signs when they have failed to acquire speech (see for example, Kiernan, Reid & Jones 1982), and it appears that signs are easier to learn than spoken words (Reid 1984)." "There is evidence that signing can facilitate the development of speech. Signs may mediate the learning of spoken words when they are consistently paired in teaching"	4

	Current research findings to support the use of sign language with adults and children who have intellectual and communication handicaps Nicola Grove, M.Sc., L.C.S.T. Research Information Officer, Makaton Vocabulary Development Project	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£39,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a teacher part time, to work as a 1:1 tutor to help develop skills in literacy, exam performance and revision.</p> <p>The tutor will engage with subject leads to develop the role.</p>	<p>EEF: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Creation of Teaching and Learning Responsibilities leads to develop and improve creative teaching</p>	<p>EEF: Overall, the average impact of arts participation on other areas of academic learning appears to be positive.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	1,3
<p>Recruitment of a cover supervisor to reduce the amount of supply staff needed for cover and provide a level of</p>	<p>Research conducted for NPQH qualification indicates that having a familiar member of staff is beneficial for pupils with SEND by providing a greater level of consistency. Our pupils can struggle to form relationships with new people so familiarity and consistency is</p>	1, 2,

consistency for our pupils	important.	
Providing opportunities for pupils to access learning opportunities outside of school as well as in the school community to develop independence and social skills.	<p>We want to educate our pupils for the life they will lead as adults. We want to remove the school 'bubble' that, though they are safe places to learn, can lead to pupils struggling with their independence skills.</p> <p>Special education and Inclusive Learning</p> <p>DfE; independent travel training;gov.uk</p>	3

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

Budgeted cost: £39,437

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust Attendance & Welfare Team	<p>Over the last 3 years Woodlands attendance has been broadly in line with other special schools, Nationally but has shown a declining trend.</p> <p>High overall absence leads to lower attainment at KS2 and KS4 and those with persistent absence are less likely to stay in education</p> <p>The creation of a trust wide attendance team will help support the attendance of disadvantaged pupils to , bring this trend in line with national figures or better.</p> <p>Research; how attendance can impact attainment; Key for School Leaders, 2019</p>	1, 2
Unlock raising Aspiration Programme	<p>"Unlock is a 4 day programme which is spread over two months. It raises motivation, aspiration, attainment and achievement. It creates unlikely ambassadors of those who aren't reaching their full potential and, in</p>	3, 4

	<p>turn, enables those students to have an impact on the rest of their peers.”</p> <p>This programme supports EEF suggestions for Aspirational programmes:</p> <p>Guidance on the knowledge, skills, and characteristics required to achieve future goals.</p> <p>Activities to support pupils to develop self-esteem, motivation for learning or self-efficacy.</p> <p>Opportunities for pupils to encounter new experiences and settings.</p>	
<p>Appointment of a Personal Development Lead – focused on ensuring pupils have greater access to the wider curriculum, linked with the Cultural Rucksack</p>	<p>Independent (2019), ‘Poorest Children three times more likely to miss out on extra-curricular activities</p> <p>Burnett (2019) states that personal development curriculums are becoming more popular within universities in the US, as students want to know more about how they apply their knowledge to their future careers and life.</p> <p>Students would often become stressed when considering how their learning would support their journey into the working world.</p> <p>The PD Lead would ensure all children have the opportunity to access the wider curriculum and extra-curricular activities. They will also aim to link learning to real-life, providing a correlation between knowledge and the working world.</p>	3
<p>Providing sensory equipment and developing a sensory room for those disadvantaged pupils with sensory needs, including autism.</p>	<p>Research suggests that negative sensory experiences in school impact learning, cause distraction, anxiety and limited participation. As an academy we chosen to develop positive sensory experiences for pupils with sensory needs and autism.</p>	5

	Research into distraction, distress and diversity: ScienceDirect 2020	
Providing opportunities for pupils to access learning opportunities outside of school as well as in the school community to develop independence and social skills.	<p>We want to educate our pupils for the life they will lead as adults. We want to remove the school 'bubble' that, though they are safe places to learn, can lead to pupils struggling with their independence skills.</p> <p>Special education and Inclusive Learning</p> <p>DfE; independent travel training;gov.uk</p>	3, 4

Total budgeted cost: £88,437

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.

Teaching (for example, CPD, recruitment and retention)

STAR Reader is being used three-time per year, in all year groups to track reading ages, recognise improvement, and help identify pupils that require further support. The data is used to analyse progress throughout the school. The SGP score is a norm-referenced percentile-based quantity ranging from 1-99 giving a progress comparison against other pupils.

On average progress for the whole school was 44 points in Standardised Attainment Scores (SAS), compared to 39 points in SAS for pupil premium (PP) pupils. This strategy has now been implemented for 1 year and we will continue to monitor progress over the 3-year progress and continue working to close this gap.

During 2021/22, the Phenomenal Phonics programme was implemented across the primary aged phase. This is beginning to have a significant impact on all pupils, reflected in the SASs above and will be monitored closely during the next academic year.

Enhanced Makaton training. All staff completed the introduction to Makaton, the academy purchased Widgit software, and further communication training is planned for 2022/23.

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

1:1 tutor to help develop skills in literacy, exam performance and revision. This intervention was targeted towards class 9 (Pathway 3), where 88% were PP. 75% of PP pupils achieved at least one KS4 qualification, with 25% achieving nine or more (+12% than those that were non-PP).

Creative Lead. The appointment of the Creative Lead has led to a greater number of pupils experiencing opportunities to express themselves, including music, art and performing arts. The continued impact will be monitored during 2022/23.

Cover Supervisor. The appointment of the Cover Supervisions has allowed for greater consistency for our pupils concerning curriculum delivery and staff and pupil relationships, vitally important for our pupils. The academy will continue to monitor the impact during 2022/23.

Learning opportunities beyond the school gates. All classes apart from classes 1 and 2 have experienced offsite learning including; bike rides (including frequent visits to Bike Works), visits to the city centre to develop life skills, including travel, abroad visits to Poland and Egypt (over 50% were PP pupils). Classes 1 and 2 took participated in a series of cycling experiences onsite, with the aim for these pupils to experience more offsite learning in years two and three.

Wider strategies (for example, related to attendance, behaviour, well-being)

The implementation of the Trust Attendance & Welfare Team, including the attendance strategy, has enabled the academy to maintain whole school attendance levels in relation to special school national figures (DfE weekly figures), as well as increase its ability to support the most hard-to-reach and highly anxious learners.

Identified pupils received appropriate interventions, including an increase in home visits, parental engagement and support. Due to the vulnerability of the academy pupils, the Attendance & Welfare Team meet weekly with the leaders to identify, plan, action and monitor the impact of all attendance interventions. If further support is required the Attendance & Welfare team will refer to appropriate agencies, including Education Welfare, and social care, if necessary.

The Trust Attendance Team supported with regards to capacity at network meetings, core groups and other safeguarding meetings.

Unlock raising Aspiration Programme. This programme supported six disadvantaged pupils who had the opportunity to meet with local business leaders in London, experience several careers, resilience and confidence workshops, and have the opportunity to present the overall experience at an event held for guests from across the local authority. The year 11 pupils who attended secured positive post-16 destinations.

Sensory equipment. The sensory room, including equipment, was frequently used by class 1 (Pathway 1) and identified pupils with autism. This had a positive impact on the pupils' ability to self-regulate and develop their sensory needs. Leaders will continue to monitor the impact on the pupils in 2022/23

Externally provided programmes

Programme	Provider
UNLOCK	Bryanston Square
Bike Maintenance (City and Guilds)	Nottingham Bike Works
Gardening Programme	Allotment Education

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

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Externally provided programmes

Programme	Provider