

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the academic year 2023 to 2024, to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Woodlands Academy
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	20.9.23
Date on which it will be reviewed	22.05.24
Review and Recommendations for approval	Academy Council
Statement authorised by	Standards Committee
Pupil premium lead	Michelle Hockham Principal
Governor / Trustee lead	Rosemary Nicholls

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,540 (Estimated)
Recovery premium funding allocation this academic year	£30,780 (Estimated)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,993
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	£124,313

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

- At The Woodlands Academy we aim for all of our students to receive a high quality education and level of care and support through a culture of positive attitudes, high expectation and aspiration.
- We aim for all students to access a meaningful and relevant curriculum so they are best prepared for their next steps and achieve the best academic and individual EHC outcomes possible.
- It is our aim that all students are involved in an inspiring, personalised curriculum that enables them to flourish academically and socially.
- We want all of our students to feel safe and secure during their time with us and have access to a very robust pastoral system.
- We aim to ensure that there is no distinguishable gap between our disadvantaged students and those that are not.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Provide Occupational Therapy support for children who need help with their sensory and emotional regulation, teaching them how to self-regulate and training both staff and parents how to plan regulation activities into the child's day, thus ensuring the students are ready to learn and can access the curriculum. Also, to develop motor control strategies to enable students to improve their handwriting and/or tackle self-help tasks such as using a knife and fork or to fasten zips and buttons to develop independence.
- Provide rebound therapy and physiotherapy within our curriculum offer where appropriate to develop communication and make progress with individual EHC outcomes.
- Provide a wide range of ICT and technology to support learners with their communication, access to learning and engagement.
- Provide intervention and support to examine students' behaviours and co-ordinate plans to support students who have experienced trauma or display challenging behaviours. The Thrive Programme support students to understand the difficulties faced and how to overcome them.
- Enhanced adult support to increase progress in curriculum areas where students at risk of not achieving expected outcomes are identified through creating smaller group sizes and allow for targeted, individualised learning.
- Provide Speech and Language Therapy to develop students' communication skills in all contexts, including families as a vital part of the process whilst supporting the professional development of staff.
- Develop and embed a nurture approach within school this ensuring students' readiness to learn and develop engagement.

- Mathematical concepts and real life learning opportunities will be embedded into the daily curriculum through the use of Numicon and the White Rose programme to develop students' mathematical knowledge.
- Enhancing resources to support the teaching and learning of subjects including science, English, reading, DT/FT, PE/cycling to increase student behaviour
- Provide inspirational and engaging learning opportunities for students with enhanced use of our outdoor space through development of our forest school and beach school approach
- Embedding 'Thrive' with our students and staff and offering a whole school approach to improving the mental health and wellbeing of our students including embedding our nurture and well-being approaches
- Develop student voice through school council and involvement in identifying resources to support learning
- Developing reading across the whole school through the implementation of and careful analysis of reading assessments and interventions.

What are the key principles of your strategy plan?

- All students will be offered the bespoke support they need in order to achieve academically as well as personally in line with their EHC outcomes.
- Ensure students are assessed accurately with a wide evidence base with targeted support put in place accordingly.
- Families are enabled to play a big part in their child's school life through regular individual achievement updates from school and working with our various therapy teams.
- All students will have access to a well-resourced high quality curriculum which develops their reading skills.
- All students will have access to a high quality maths curriculum which develops real life maths opportunities and deepens students' knowledge of mathematical skills and concepts.
- All students will be taught about all aspects of themselves, how to care for themselves both physically and emotionally, whilst being given the skills to be as independent as possible.
- All students have the same opportunities, adapted and delivered in a way that enables them to participate, build social skills, experience new things and be inspired.

Challenges

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

Challenge number	Detail of challenge
1	Therapeutic support for students and their families whilst also liaising with and co-ordinating information with other professionals.

2	Increasing number of students on roll with complex needs, associated challenging behaviours and in need of a bespoke curriculum and assessment package which focuses upon basic skills.
3	Attendance levels below national standards
4	Embedding a new reading and phonics schemes with consistent approach to monitoring and assessing
5	Ensure group sizes are appropriate to allow students to access a curriculum appropriately match to their needs.
6	Lack of opportunities for some of our students to access the wider world.
7	Embedding a new maths schemes with a consistent approach to monitoring and assessing
8	Parental engagement and transfer of strategies and learning between home and school.
9	Increasing number of students with mental health needs and/ or bespoke curriculums needing to be delivered.

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
<p>Ensure students are ready to learn through an occupational therapy programme, which supports students' self-regulation.</p> <p>Develop students' motor control skills to improve students' ability to tackle everyday tasks as independently as possible.</p>	<ul style="list-style-type: none"> • Students are able to engage in learning tasks for longer periods of time as their sensory needs are recognised and strategies are in place. This will result in a reduction of at least 25% in individuals' sensory behaviours (therefore, 25% increase in readiness to learn). • Provide information and training opportunities twice a year to families and staff to improve students' ability to self-regulate in all environments. • Students referred for support with motor control difficulties will demonstrate an improvement in their fine motor skills in comparison to their individual starting point. Resources will be suggested
<p>All students have the opportunity to access therapeutic support as required:</p>	<ul style="list-style-type: none"> • All students have access to therapeutic services according to their needs.

<ul style="list-style-type: none"> • Alternative support and intervention • Access to Well Being In Mind team (WBIMT) • Employment of staff to deliver Speech and language therapy SaLT programs • Physiotherapy (in house) • Continuation of Shine Intervention subscriptions 	<ul style="list-style-type: none"> • Students with mental health concerns have been identified and supported in a timely manner. • Physiotherapy programmes aim to help the students to develop and maintain their mobility skills, joint range of movement, muscle strength, and motor skills. Activities will be built into the curriculum with the aim of encouraging students to be as independent as possible. • SaLT support will enable students to reach their full communicative and educational potential and remove or reduce the barriers that their speech, language and communication needs (SLCN) present to their learning. • The school will offer a whole school approach to improving the mental health and wellbeing of our students.
<p>All students have access to curriculum which meets their learning needs and is bespoke to them.</p>	<ul style="list-style-type: none"> • 100% of leavers at the end of Key Stage 4 have achieved, or are on track to achieve, accreditation in English and Maths appropriate to their ability. • All students make progress through the curriculum. • All students are assessed accurately to ensure they are challenged to reach their potential and their achievements recorded. • Intelligently sequenced curriculum for core and non-core subject areas. • Evidence that personalised recovery programmes are in place to address gaps in learning. • All classes to have the resources to teach phonics. • All staff to incorporate opportunities to support students' spelling and reading ability in all subject areas. • All staff delivering maths to be trained in the delivery of Numicon • All students with PMLD and students with complex needs will access -provided activities related to developing independence and Preparation For Adulthood (PfA).
<p>For students to have access to a range of technology to allow opportunities to broaden their knowledge of how technology can assist and allow access to wider</p>	<ul style="list-style-type: none"> • Curriculum and the use of resources will be audited to ensure we provide breadth and opportunities to expand knowledge and independence. • E-safety activities will be woven throughout the IT curriculum and opportunities to broaden

opportunities whilst also learning to use technology safely.	students' understanding across other areas of the curriculum will be planned in.
Increase the rate at which students make academic progress towards their individual targets, focussing on reading and the improvement of literacy skills.	<ul style="list-style-type: none"> Progress data will evidence that all students are making progress in English, reading and maths. All KS4 students will achieve accreditation in Maths and English.
To offer support and advice for parents and carers of children with additional needs including mental health, autism communication and services available and support a greater understanding of their child's needs as they transition into adulthood.	<ul style="list-style-type: none"> Parents and carers will understand more about how autism is experienced by their child. Supporting professionals will understand more about how autism is experienced by autistic teenagers. School staff will have a better understanding of the pressures some families feel and how they can best support them.

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: £104,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant support to ensure group sizes are small for targeted support	EEF Small group tuition +4 impact EEF Teaching assistant interventions +4 impact Making the best use of Teaching Assistants guidance report	2, 5, 9
Targeted support assistant for SaLT, Physiotherapy, Rebound and mental health	EEF- Behaviour Interventions EEF- Social and emotional learning Making the best use of Teaching Assistants guidance report	1, 2, 9
Teaching assistant to support students K&U of careers	EEF Small group tuition +4 impact EEF Teaching assistant interventions +4 impact	2, 5, 9

	Making the best use of Teaching Assistants guidance report	
Home school liaison officer/Parent group lead and organiser	EEF +4	8

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

Budgeted cost

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Occupational Therapy intervention to support self-regulation and develop motor control	EEF Self-regulation +7 impact EEF behaviour interventions +4	1
Resources to support the delivery of therapeutic interventions	EEF Self-regulation +7 impact	1
Activities to enhance student wellbeing, offer enrichment opportunities and improve students' physical needs through trips within both the local area and Bewerly Park residential for our older students	EEF Social and Emotional learning +4 months impact EEF Improving behaviours in schools guidance	1 and 2

Offering a Thrive approach with our students and staff to create a trauma-informed, whole school approach to improving the mental health and wellbeing of our students.	Behaviour interventions +4	2, 4 and 8
Parental involvement in learning	EEF Parental engagement +4 impact Working with parents to support children's learning guidance report	8
Embedding actions regarding reading following self-evaluation	EEF phonics +5 impact EEF reading comprehension strategies +6 impact DFE phonics guidance EEF individualised instruction +4 EEF one to one tuition +5	4
Additional curriculum resources to ensure students have the equipment ready to learn and want to engage including development of outdoor education opportunities	EEF	2, 3, 6
Maths curriculum development to further include real life learning opportunities. Use of Numicon and introduction of the Maths for Life programmes to develop students' mathematical knowledge.	EEF Improving Mathematics in the Early Years and Key Stage 1 and Key Stage 2	7

Total budgeted cost: £123,250

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 2022 to 2023 academic year.

Budget £75,410

Recovery Fund £55,613

<u>PUPIL PREMIUM AND RECOVERY PREMIUM REPORT- September 2023</u>		
<u>The Woodlands Academy</u>		
ACTIVITY/PROJECT	SPEND	IMPACT TO DATE
Teaching assistant support to ensure group sizes are small for targeted support	TA costs £18875.00 x 4	Student progress in personalised pathway monitored and reviewed and 100% students made at least expected progress. The extra support has allowed for a more targeted consistent approach with more accurate outcomes.
Purchase of ICT to record student achievement and provide feedback. This is then shared with parents to support communication about progress	Technology to record achievements and progress to share with parents and use as evidence £6000	Curriculum and resources audited to ensure we provide breadth and opportunities to expand knowledge and independence using ICT. E-safety activities woven throughout the IT curriculum and opportunities to broaden students' understanding across other areas of the curriculum now planned in. Staff trained as CEOP ambassador

		<p>Mobile phone system invested in to support lone 1:1 working and ensuring we maintain outstanding safeguarding practice whilst also supporting the capturing of photographic evidence linked to curriculum and individual targets. Students with an overall attendance of 80% made at least expected progress. Staff reported 85% felt safe and supported in school</p> <p>Accurate recording of student progress linked to Next Steps and shared with parents</p> <p>All semi-formal students received a detailed, evidenced report stating their progress to parents- July 23. Parents also received daily and weekly updates</p> <p>One ipad purchased to support augmentative communication, child is now willing and will use this to support communication</p> <p>Our parent survey showed 95% of parents felt communication and was good</p> <p>Over 55% of parents have already signed up to StudyBug</p> <p>78% of parents accessing class dojo</p>
<p>Additional curriculum resources to ensure students have the equipment required to support their readiness to learn</p>	<p>Audit of subjects by subject lead identifying areas to develop and resources/equipment needed</p> <p>Science resources – £1,000</p>	<p>All students entered for Arts award and dance award achieved</p> <p>75% of all year 11 students achieved accreditation in English and maths (only 2 students didn't achieve as unable to access)</p>

	<p>Maths – numicon resources and training £1,000</p> <p>SaLT £250 – vocab cards, objects of reference, augmentative communication systems</p> <p>Food Tech - £500 – knives, scales, pans, whisks, scoops, measuring cups, spoons etc</p> <p>DT - £500 – workshop tools set purchased and storage unit for safe storage</p> <p>PE/Cycling - £500 – bike kit for cycling sessions with emergency bike equipment/resources</p> <p>Range of bikes to support cycle proficiency across ages and abilities - £10000</p>	<p>100% of students entered for DofE achieved</p> <p>Students have raised in excess of £1,000 from enterprise market stall and school fayes</p> <p>All students with SaLT targets achieved target milestones set</p> <p>All students engaged and making at least expected progress in FT and DT</p> <p>Bikes directly supported fifteen students of which 100% have progressed their skills and 70% now competent and secure with riding a bike</p>
<p>Development of reading for students across whole school</p>	<p>Reading assessment reviewed and development of bugclub use across school</p> <p>Staff training £500</p> <p>Cover to support assessments/base lining £500</p>	<p>Reading assessments conducted with all students and showed progress at the end of the year for all students with a minimum of 80% attendance. Students are accessing library and reading resources more with every class having dedicated time to devote to extending a love of reading. 15 students accessing 1:1 reading intervention have all made good progress. Reading assessments improved and targeted intervention identified through SHINE for those not making expected progress. 72% of students are making better than expected progress</p>

		<p>See English development plan updates:</p> <p>Pre-requisites for reading identified and built into planning</p> <p>All reading resources audited Summer 22.</p> <p>Reading curriculum streamlined after whole school reading assessment</p> <p>Reading re-assessments to take place three times yearly</p> <p>Library space audited. Books catalogued. Research into accessibility linked to libraries for children with SEND. Decision to arrange by topic/ visual. Shelves clearly labelled by topic. The topics are currently based on the books we have available and curriculum themes.</p> <p>All staff encouraged to use library</p>
<p>Development of outdoor learning opportunities</p>	<p>Beach School £1,000</p> <p>Forest school £1,000</p> <p>Eco school £1,000</p> <p>EYFS £500</p>	<p>Beach school award successful and curriculum offer being developed across the whole school</p> <p>Forest school award successful and curriculum being developed across the whole school</p> <p>Both beach and forest school approaches are being developed and embedded into our curriculum, resources purchased and roll out across the whole school to commence 2023-2024. Students that have accessed this have all engaged well with activities and been able to respond to questions over a week later about the experience/opportunity.</p> <p>Eco school award achieved. We now have eco warriors in school (student group) who conduct litter</p>

		<p>picks, recycle paper and batteries and have accessed the community to develop their understanding further. Curriculum has been reviewed to identify opportunities to extend this learning</p> <p>Identified resources for EYFS purchased around cause and effect and sensory resources. These are developing attention and focus as well as supporting communication and interaction. Students with (communication and Interaction) C&I outcomes in their EHC have all made progress in this area</p>
<p>Occupational therapy intervention and resources to support self-regulation and develop motor control</p> <p>Ensure students are ready to learn through an occupational therapy programme, which supports students' self-regulation.</p> <p>Develop students' motor control skills to improve students' ability to tackle everyday tasks as independently as possible.</p> <p>Physiotherapy intervention in Rebound, cost to cover staff to deliver</p>	<p>Resources £1000</p> <p>Staff costs to support OT intervention and programs across school £8000</p> <p>Dedicated staff to deliver rebound and sensory circuits £5780</p>	<p>A range of occupational resources purchased for use across the school to support sensory diets and a whole school sensory circuit. Behaviour data supports a reduction in number of incidents as staff are identifying students' sensory needs better and quicker</p> <p>More students accessing rebound increase from 2 to 6 sessions/students to support the SLC and this covers staff costs associated with delivering the sessions. Individual EHC outcomes related to sensory needs have all achieved the milestones of progress expected this year</p> <p>27 students access sensory circuits twice a week to enable them to self-regulate and then access learning.</p>

Educational psychologist support for updated assessments	£5,000	Ed psychology service inaccessible in North Yorkshire currently. Money used to purchase intervention SHINE. Reading assessments being conducted to assess impact
Well being and nurture development including breakfast club offer	£1,500	<p>Breakfast Nurture items ordered. All students have opportunity across whole school to have a healthy breakfast in school and some soft furnishings have been purchased to provide quiet calm spaces</p> <p>Well-being student smile team have badges. All those that access breakfast club have demonstrated a decrease in anxiety and an increase in engagement and readiness for learning. Nurture survey June 2023 showed that children reported ‘nurture meant taking care and helping each other’ and the report stated that it was ‘evident that all the children in Woodlands possessed a deep rooted desire to help others’ and that ‘the academy was highly successful in this’.</p> <p>Parents were also reported to have used words such as ‘feeling blessed their child attended Woodlands’ and having ‘a magical effect on the children and their families ‘</p>
Activities to enhance student well-being and offer opportunities to a range of experiences	Feel good Fridays focusing on developing social interaction, communication, confidence and self-image, through a range of activities offered such as rugby sessions, cycling, art and crafts £3000	<p>Activities including tennis, rugby organised and a theatre visit from M&M productions booked</p> <p>Staff know and understand the impact these opportunities have on their students both supporting their educational attainment as well as their social and emotional development. Students accessed additional</p>

		<p>opportunities to expand their curriculum experiences both day trips and residential opportunities. 9 students accessed Bewerley Park residential.</p> <p>Trips have been researched and planned to offer a range of activities students would not normally access i.e. abseiling, rock climbing in order to develop social skills, team building, independence skills and an extended outdoor learning and PE curriculum.</p> <p>Students demonstrate they are ready to learn and are engaged in lessons and activities.</p> <p>Development of the enrichment curriculum offer will continue to further develop students' cultural experiences (Visits to places of worship, war monuments, various beaches, farms, local walks and cycle routes etc.).</p>
Student council	<p>Construction toys to develop engagement and problem solving alongside communication and social interaction</p> <p>Development of school council and their voice in improving school</p> <p>£2,000</p>	<p>Construction resources identified by students and purchased to support unstructured times such as break and also to enhance teaching of communication and social interaction. These resources are also used during feel good Friday to encourage communication and socialisation.</p> <p>Increased opportunities for students to be involved in whole school planning and procedures. 68% students felt they were more involved Students' self-esteem, communication and leadership skills have improved through providing opportunities and resources for both themselves and their peers.</p>

		Students have organised fundraising and celebration events throughout the year.
	Total £129,530	

Detail	Amount
Pupil premium funding allocation this academic year	£75,410
Recovery premium funding allocation this academic year	£ 55,613
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£ 131,023
Total spent	£125,030
C/FWD	£5,993

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
N/A	

Further information (optional)

Additional activity

Planning, implementation and evaluation