

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the academic year 2025 to 2026, 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	145
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	September 2025
Date on which it will be reviewed	December 2025
Review and Recommendations for approval	Academy Council
Statement authorised by	Standards Committee
Pupil premium lead	Michelle Hockham Principal
Governor / Trustee lead	Al Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,045 estimated
Recovery premium funding allocation this academic year	£0
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	£115, 045 estimated

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 pupils 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 pupils 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 pupils are involved in an inspiring, personalised curriculum that enables them to flourish academically and socially.
- We want all of our pupils 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 pupils 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 pupils are ready to learn and can access the curriculum. Also, to develop motor control strategies to enable pupils 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 pupils' behaviours and co-ordinate plans to support pupils who have experienced trauma or display challenging behaviours. The Thrive Programme support pupils to understand the difficulties faced and how to overcome them.
- Provide Speech and Language Therapy to develop pupils' 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 pupils' readiness to learn and develop engagement.
- Enhancing resources to support the teaching and learning of subjects including science, English, reading, DT/FT, PE/cycling to increase pupil behaviour.

- Provide inspirational and engaging learning opportunities for pupils with development and use of our new outdoor space through development of our forest school and beach school approach.
- Embedding 'Thrive' with our pupils and staff and offering a whole school approach to improving the mental health and wellbeing of our pupils including embedding our nurture and well-being approaches
- Develop pupil voice through school council, sports council and SMILE committee and involvement in identifying resources to support learning.
- Continued development in reading and oracy across the whole school through the implementation of and careful analysis of reading assessments and interventions.
- Introduction of 'My Happy Mind' programme across the whole school

What are the key principles of your strategy plan?

- All pupils will be offered the bespoke support they need in order to achieve academically as well as personally in line with their EHC outcomes.
- Ensure pupils are assessed accurately with a wide evidence base with targeted support put in place accordingly.
- Families are empowered 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 pupils will have access to a well-resourced high-quality curriculum which develops their oracy and reading skills.
- All pupils 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 using the 'My happy Mind' programme. Delivering the **My Happy Mind** NHS-approved programme will have a positive impact by improving pupils' emotional wellbeing, resilience, and self-regulation, leading to greater readiness to learn and improved behaviour. It builds confidence, empathy, and positive relationships, supporting inclusion and social development. For staff, it provides a shared language and practical tools for promoting wellbeing, contributing to a calmer, more positive school culture. The programme also strengthens links with parents and aligns with NHS and DfE priorities for early mental health support and whole-school wellbeing.
- All pupils 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 pupils and their families whilst also liaising with and co-ordinating information with other professionals.

2	Continued increase of number of pupils on roll with complex needs, associated challenging behaviours and in need of a bespoke curriculum and assessment package which focuses upon basic skills. Impact on funding and challenge around LA banding descriptors. Impact of building works on outdoor space available/suitable
3	Attendance levels below national standards
4	Embedding a new reading and phonics schemes with a consistent approach to monitoring and assessing
5	Ensure group sizes are kept appropriate to allow pupils to access a curriculum appropriately matched to their needs.
6	Lack of opportunities for some of our pupils to access the wider world.
8	Parental engagement and transfer of strategies and learning between home and school.
9	Increasing number of pupils 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
Develop and deliver an Occupational Therapy programme that promotes pupils' self-regulation and readiness to learn, while developing fine and gross motor control skills to enhance independence in everyday tasks.	• Pupils show improved regulation, focus, and readiness to learn at the start of lessons. • Reduction in incidents linked to dysregulation or sensory overwhelm. • Improved fine and gross motor control observed through handwriting, tool use, dressing, or participation in physical tasks. • Staff report increased confidence and consistency in using OT and sensory strategies. • OT programmes are visible in class routines and planning documentation. • Pupils demonstrate greater independence in managing daily routines (e.g. transitions, organisation, self-care tasks). • Pupils are more settled, calm, and prepared for learning throughout the day. • Improved access to the curriculum due to better regulation and physical control. • Enhanced independence and self-confidence in practical, everyday tasks.

	• Reduced reliance on adult support for basic routines • Stronger collaboration between OT staff, teachers, and families leading to sustained wellbeing and functional progress.
All pupils have the opportunity to access therapeutic support as required: • Continued access to Well Being In Mind team (WBIMT) • Employment of staff to deliver Speech and language therapy) SaLT programmes • Physiotherapy (in house) • Continuation of Shine Intervention subscriptions • Rebound Therapy (in house) • Map current provision and identify gaps in therapeutic support across the school. • Develop a referral and monitoring system to ensure timely and equitable access to interventions. • Establish clear communication channels between external therapy staff, class teams, and families to share strategies and progress. • Provide training and supervision for staff delivering SaLT and Shine interventions to ensure consistency and fidelity. • Work collaboratively with external professionals (WBIMT, physiotherapists, SaLTs) to align in-school and specialist input. • Review pupil progress regularly through multidisciplinary meetings and case discussions.	• All pupils identified with therapeutic needs have timely access to appropriate support. • Improved communication, physical development, and emotional regulation demonstrated through pupil progress data and observations. • Staff confidence and competence in delivering therapeutic programmes increases, evidenced through feedback and CPD records. • Reduction in referrals for external crisis or behaviour support as early intervention meets needs more effectively. • Improved engagement and readiness to learn, seen in lesson observations and pupil voice. • Positive feedback from parents and carers on the effectiveness of therapeutic support. • Evidence of multi-agency collaboration within pupil files, reviews, and provision maps.

• Embed therapeutic approaches into classroom practice to promote daily regulation and communication.	
All pupils have access to curriculum which meets their learning needs and is bespoke to them.	• 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 pupils make progress through the curriculum. • All pupils 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 pupils' spelling, oracy and reading ability in all subject areas. • All pupils with PMLD and pupils with complex needs will access -provided activities related to developing independence and Preparation For Adulthood (PfA).
Deliver the My Happy Mind (NHS-approved) programme to promote positive mental health, resilience, and wellbeing across the whole school community. • Develop pupils' emotional literacy, self-regulation, and resilience, enabling them to become confident, happy learners. • Create a consistent, whole-school approach to mental health and wellbeing, underpinned by positive psychology and neuroscience. • Support staff wellbeing through shared language, strategies, and an embedded culture of emotional awareness. • Strengthen home-school partnerships by engaging parents in supporting wellbeing practices at home.	• Pupils demonstrate improved self-awareness, emotional regulation, and resilience, leading to greater readiness to learn. • A measurable reduction in anxiety, dysregulation, and low-level behaviour incidents. • Improved attendance, engagement, and relationships between pupils and staff. • Staff report greater confidence and consistency in supporting mental health and emotional wellbeing. • Parents express increased understanding and engagement with wellbeing strategies at home. • The school demonstrates a positive, supportive culture recognised through wellbeing awards, surveys, and external feedback.

Develop Music across the school by complementing the already established music therapy service by integrating structured music education into the school curriculum by providing pupils with access to music learning tailored to their individual needs, ensuring that all pupils, regardless of their abilities, can engage meaningfully with music. Support the development of Emotional Wellbeing and Self-Regulation - Music will be used as a tool for emotional expression and self-regulation, complementing existing therapeutic approaches. Pupils will develop greater emotional awareness and coping skills, reducing anxiety and improving overall wellbeing. Enhance regulation and calmness which will lead to improved readiness to learn across the curriculum. Support the development Communication and Social Interaction (oracy skills). Group music-making will foster communication, turn-taking, and social connection, particularly supporting pupils with Autism, ADHD, or speech and language needs. Structured music lessons will provide opportunities to develop expressive and receptive communication through rhythm, song, and sound.	• Over two years, the music service will create a sustainable, inclusive model that embeds creativity, expression, and wellbeing within the curriculum in partnership with the school. • Pupils will leave Woodlands with enhanced confidence, communication skills, emotional literacy, and cultural awareness, preparing them for successful transitions to secondary, college, or community pathways. • All pupils, regardless of need or ability, regularly access structured music sessions as part of the curriculum. • Individual adaptations (instruments, communication aids, sensory supports) are in place to ensure full participation. • Attendance and engagement in music sessions show a consistent upward trend across cohorts. • Pupils demonstrate improved emotional regulation and wellbeing, evidenced through reduced incidents of dysregulation or withdrawal. • Pupil voice feedback shows that the majority of pupils enjoy and feel successful in music sessions. • Teachers and therapists report that music sessions contribute to calmer transitions, improved focus, and readiness to learn in other lessons. • Pupils show measurable progress in turn-taking, joint attention, and communication (verbal and non-verbal) during group sessions. • Music activities lead to increased social interaction, particularly for pupils with autism and/or communication needs. • Collaborative performances and projects demonstrate positive peer relationships and teamwork. • Pupils make progress in musical understanding and performance skills in
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Pupils will demonstrate increased confidence in group participation and collaboration. Support the progress of cognitive and academic development. Engagement in music has been shown to enhance memory, attention, sequencing, and auditory processing, positively influencing learning in literacy and numeracy. Pupils will develop musical knowledge and skills through adapted teaching approaches, broadening access to cultural and creative education. Structured music lessons will promote discipline, perseverance, and focus, transferable to other subjects. Further develop Inclusion, Confidence, and Self-Expression. A fully inclusive model ensures equal access to music learning for all pupils, regardless of physical, sensory, or cognitive ability. Pupils will experience a sense of achievement and belonging through performance, composition, and creative exploration. Increased self-esteem and ownership of learning will contribute to higher engagement and motivation in wider school life.	line with their ability and personalised targets. • Evidence of learning and progress is captured through videos, observation records, and pupil portfolios. • Pupils participate in informal or formal performances, celebrating achievement and building confidence. • Staff confidence in delivering inclusive music activities increases, measured through feedback and CPD evaluation. • Teaching and therapy staff work collaboratively, sharing approaches that integrate music, communication, and regulation strategies. • Music becomes embedded in classroom routines, not only delivered in specialist sessions. • The inclusive music programme contributes to a positive, creative, and emotionally supportive school culture. • Parent and community engagement increases through performances and celebration events. • The school can evidence that music enhances wellbeing, engagement, and inclusion, supporting priorities in the School Development Plan and wellbeing frameworks (e.g. Wellbeing Award for Schools). • The inclusive music programme contributes to a positive, creative, and emotionally supportive school culture. • Parent and community engagement increases through performances and celebration events. • The school can evidence that music enhances wellbeing, engagement, and inclusion, supporting priorities in the School Development Plan and wellbeing frameworks (e.g. Wellbeing Award for Schools).
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Increase the rate at which pupils make academic progress towards their individual targets, focussing on reading, speaking and listening and the improvement of literacy skills	- Progress data will evidence that all pupils are making progress in English, reading and maths. - All KS4 pupils will achieve accreditation in Maths and English.
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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: £75,045

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 EEF Teaching & Learning Toolkit – Oral Language Interventions +6 EEF Teaching & Learning Toolkit – Social & Emotional Learning +3	1, 2, 9
PSA and teaching assistant support guidance for post 16 options	EEF TA intervention +4 impact Making the best use of teaching assistants guidance report	2, 5, 8, 9

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

Budgeted cost £3500

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

Embedding actions regarding oracy, 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 EEF SaLT +6 EEF Teaching & Learning Toolkit – Oral Language Interventions +6	4
Additional curriculum resources to ensure pupils have the equipment ready to learn and want to engage including development of outdoor education opportunities	EEF	2, 3, 6

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

Budgeted cost: £36500

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 EEF Teaching & Learning Toolkit – Individualised Instruction +4	1
Music therapy and development of staff skills through training	EEF Self-regulation +7 impact EEF behaviour interventions +4 EEF Teaching & Learning Toolkit – Social & Emotional Learning +3	1
Resources to support the delivery of therapeutic interventions	EEF Self-regulation +7 impact EEF Teaching & Learning Toolkit – Individualised Instruction +4	1
Activities to enhance pupil wellbeing, offer enrichment opportunities and improve pupils' physical needs through trips within both the local area and Bewerly Park	EEF Social and Emotional learning +4 months impact EEF Improving behaviours in schools guidance EEF Teaching & Learning Toolkit – Social & Emotional Learning +3	1 and 2

residential for our older pupils		
Offering a Thrive approach with our pupils and staff to create a trauma-informed, whole school approach to improving the mental health and wellbeing of our pupils. Supporting staff to complete the Thrive apprenticeship training	Behaviour interventions +4 EEF Teaching & Learning Toolkit – Social & Emotional Learning +3	2, 4 and 8
Parental involvement in learning	EEF Parental engagement +4 impact Working with parents to support children's learning guidance report	8
My Happy Mind curriculum development supporting the training and development and delivery	EEF Teaching & Learning Toolkit – Social & Emotional Learning +3	7

Total budgeted cost: £115,045

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 2024 to 2025 academic year.

Budget £107563

Recovery Fund £0

<u>PUPIL PREMIUM AND RECOVERY PREMIUM REPORT - September 2025</u>		
<u>The Woodlands Academy</u>		
ACTIVITY/PROJECT	SPEND	IMPACT TO DATE
Teaching assistant support to ensure group sizes are small for targeted support across the curriculum	23,300	97% of pupils are making measurable progress from their individual starting points, both academically and in alignment with their EHC plan outcomes. Pupils report in surveys that they enjoy school, feel well supported and enjoy learning Data supports good progress across the curriculum both academic and wider Ofsted March 2024: <i>Leaders have developed a detailed curriculum across all subject areas. It is further organised into curriculum pathways that are designed to meet pupils' SEND and individual needs. This includes pupils' EHC plan targets</i>
Targeted support assistant for SaLT, Physiotherapy, Rebound and mental health	23,300	Speech and language therapy, physiotherapy, occupational therapy, and rebound therapy are delivered consistently in line with EHC recommendations. Every pupil has a personalised programme that is monitored and supported by

		designated staff, who have received enhanced training. All participating pupils have demonstrated progress towards their individual targets. Twenty five pupils have received targeted support from staff using the 'Thrive Approach', a trauma-informed intervention. All pupils have shown measurable progress, with all pupils either back in or preparing to transition back into a formal learning environment in September 2025. Ofsted March 2024: <i>Leaders have developed a detailed curriculum across all subject areas. It is further organised into curriculum pathways that that are designed to meet pupils' SEND and individual needs. This includes pupils' EHC plan targets</i>
Teaching assistant to support pupils K&U of careers and post 16	12000	GTA staff are actively supporting pupils and families with off-site visits to colleges and post-16 providers, facilitating work experience placements, and offering ongoing signposting and guidance. Independent careers advisor attends school and provides input and support. All Year 11 pupils have secured a post-16 destination for September 2025.
Home school liaison officer/Parent group lead and organiser	18000	The school also offers tailored support and guidance to parents and carers of children with additional needs. This includes access to specialist training (e.g. phonics, autism, sleep), as well as personalised 1:1 support in navigating benefits and funding applications. Holistic support and guidance is also provided to families struggling to navigate other agencies and services for families
Behaviour and Attitudes		

Occupational Therapy intervention to support self-regulation and develop motor control	4000	Pupils are increasingly able to sustain focus and engage in learning for longer periods, thanks to the recognition of their sensory needs and the implementation of effective, individualised strategies. As a result, a significant number of pupils are exceeding expected progress in both English and Maths. Whole school Individual pupil Boxall assessments are conducted which measures pupils, emotional, and behavioural development, to identify gaps in their learning and development, informing targeted interventions and a nurturing school environment. Its benefits include a deeper understanding of pupils' needs, personalised goal-setting, and improved wellbeing. We have actively equipped families with information and training to support pupils' self-regulation across school, fostering consistency between home and school. Ofsted March 2024 <i>Pupils move around the school calmly. Staff set clear expectations. They model positive behaviours well through a patient and friendly approach. This ensures pupils feel secure. Most pupils respond appropriately.</i>
Resources to support the delivery of therapeutic interventions	4463	Sand therapy, Lego (brick) therapy, art therapy, music therapy resources purchased and 1:1 session in place where appropriate A second music therapist has been able to offer some extra sessions and a project proposal to develop this further has been received for consideration from the NY music service Pupils received reports highlighting their individual progress and development
Activities to enhance pupil wellbeing, offer	8,000	A wide range of enriching trips and visits have taken place across the school this year, including

enrichment opportunities and improve pupils' physical needs through trips within both the local area and Bewerly Park residential for our older pupils		excursions to the Rotunda, local library, shops and cafés, police station, hospital, farm, swimming facilities, canoeing and cycling activities, the beach, forest, Eskdale Festival (where our pupils are performing), garden centre, and a food shelter. Additionally, a residential trip to Bewerley Park is planned for our older pupils. These experiences have contributed significantly to pupils' progress across the curriculum. They have also supported the development of key personal and social skills, including confidence, self-esteem, communication, social interaction, and an increased understanding of community organisations, potential career pathways, and British values. Pupils are gaining a deeper sense of their role as active citizens in modern Britain. The two smaller nine-seater minibuses has greatly enhanced our flexibility and ability to access offsite learning opportunities. Pupils frequently speak with enthusiasm about their trips, often reflecting on what they've learned and describing offsite experiences as both enjoyable and valuable. Ofsted March 2024 <i>Pupils' personal development is a strength of the school's work. Pupils are well prepared for life outside of school. They learn how to keep themselves physically and mentally healthy. Pupils develop their talents and interests. They sing and learn to play musical instruments. Some develop artistic skills and learn to dance. Pupils play netball at the England team facilities in Nottingham. All activities are clearly mapped to ensure accessibility. Pupils contribute to the community productively. They run a market stall and support a foodbank. Some pupils achieve the Duke of Edinburgh's award. Pupils' next steps to post-16 education, employment or training are</i>
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		<i>prioritised. Careers guidance is carefully planned. Pupils take part in work experience. This includes work with national and local employers.</i>
Offering a Thrive approach with our pupils and staff to create a trauma-informed, whole school approach to improving the mental health and wellbeing of our pupils.	8,000	Twenty-five pupils are currently accessing support through the Thrive Approach, with all demonstrating strong progress both across the curriculum and from their individual starting points. All pupils are either fully reintegrated or on track to transition back into a formal classroom setting by September 2025. Staff continue to engage in ongoing professional development and training and work in close collaboration with the Wellbeing in Mind Team (WIMT), an NHS service focused on identifying and supporting the mental health needs of children and young people prior to referral to CAMHS. The school actively promotes pupil and staff wellbeing through a range of dedicated groups, including a Wellbeing Committee, the pupil-led 'Smile Committee', a Support Staff Committee, School Council, and Sports Council—all of which contribute meaningfully to the development of a positive and inclusive school culture. Recommended to retain the Well Being Award October 2025 Ofsted March 2024 <i>Pupils' personal development is a strength of the school's work. Pupils are well prepared for life outside of school. They learn how to keep themselves physically and mentally healthy. Pupils develop their talents and interests. They sing and learn to play musical instruments. Some develop artistic skills and learn to dance. Pupils play netball at the England team facilities in Nottingham. All activities are clearly mapped to ensure accessibility. Pupils contribute to the community productively. They run a market stall</i>

		<i>and support a foodbank. Some pupils achieve the Duke of Edinburgh's award. Pupils' next steps to post-16 education, employment or training are prioritised. Careers guidance is carefully planned. Pupils take part in work experience. This includes work with national and local employers.</i>
Parental involvement in learning		
Embedding actions regarding reading following self-evaluation	1,000	The school continues to prioritise early reading through sustained investment in high-quality phonics programmes and targeted resources, supporting a strong foundation in literacy across all key stages. Accurate and timely baseline assessments are embedded and reviewed each term, allowing staff to swiftly identify pupils at risk of falling behind and implement effective, responsive interventions. This approach is closely aligned with the EIF focus on using assessment to inform teaching and ensure progress. As a result, all pupils have made clear and measurable progress in reading from their individual starting points, reflecting the school's commitment to ensuring every learner can access the full curriculum. Ofsted March 2024 <i>Reading and communication are important aspects of the school's work. Phonics is well embedded in the school. Staff are well trained. They support pupils skilfully to develop their phonics knowledge. Some pupils learn to communicate effectively using assistive technology and picture symbols. Other pupils strengthen their communication skills by learning Makaton. This ensures pupils access curriculum pathways equally well.</i>

Additional curriculum resources to ensure pupils have the equipment ready to learn and want to engage including development of outdoor education opportunities	4,000	Materials to continue to develop our outdoor offer including gardening/horticulture equipment, sensory play equipment, life skills and Duke of Edinburgh. Developed pupil engagement and cross curricular links and providing a meaningful and purposeful activity for pupils to learn.
Maths curriculum development to further include real life learning opportunities. Use of Numicon and introduction of the Maths for Life programmes to develop pupils' mathematical knowledge.	1500	The school has taken strategic steps to strengthen mathematics provision, ensuring it remains ambitious, well-sequenced, and accessible to all learners. A full maths resource audit was completed, resulting in the replenishment of essential items so that every class is equipped with a dedicated maths essentials box to support hands-on, practical learning. To further embed consistent practice, Numicon training has been delivered to new staff, and its effective use has been observed in classrooms—supporting concrete, pictorial, and abstract approaches in line with best practice for learners with SEND. Assessment data indicates strong impact: • In Key Stages 1 and 2, 94% of pupils are making expected or better-than-expected progress, up from 91%. • A similar improvement has been seen in Key Stages 3 and 4, with progress rising from 90% to over 92%. These outcomes demonstrate the school's effective implementation of the mathematics curriculum and the strong progress pupils are making from their individual starting points.

Detail	Amount
Pupil premium funding allocation this academic year	£107563
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£107563
Total spent	£107563
C/FWD	£0

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
N/A	

Further information (optional)

N/A
