

Pupil premium strategy statement

School overview

Detail	Data
School name	The Woodlands
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	23%
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	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Lesley Candler Headteacher
Pupil premium lead	Danielle James
Governor / Trustee lead	Sally Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,115
Recovery premium funding allocation this academic year	£71,760
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	£163,875

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require most, targeted support based on thorough assessments and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop social skills and continue to ensure that careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils. Pupils will also be supported through 'School Led Funding' opportunities.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	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.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have English and Maths difficulties and to be performing below age related expectation.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have poor mental health and wellbeing, which can be a barrier to their learning.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally are at greater risk of becoming NEET when leaving in Year 11
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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 attainment for disadvantaged pupils in all subjects, notably English and Maths, relative to their starting points as identified through baseline assessments.	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>An increase in the number of disadvantaged pupils entered for GCSE subjects.</p> <p>An increase in the number of disadvantaged pupils entered for GCSE subjects who are attending Alternative Provision</p> <p>ALL pupils leave with an appropriate qualification in English and Maths.</p>
Disadvantaged pupils have improvements in their mental health and wellbeing. They feel more positive and are aware of support services available to them	Pupils will be more emotionally resilient and will demonstrate better engagement in their learning.
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	<p>All disadvantaged pupils are able to access support for post 16</p> <p>Reduced number of NEETS</p>

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training of staff members from unqualified teacher to	Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) There is strong evidence that teachers' pedagogical and content knowledge within specific subjects	1

qualified teacher in key subject areas	has a significant impact on pupil outcomes:	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased support from SEND and Inclusion Services from the Local Authority (Cognition and Learning Team/EWEL/ASC). For qualified staff to complete assessments and provide supports/recommendations on supporting the needs of pupils with learning difficulties.	Evidence of the effectiveness of collaborative and team-working approaches in supporting pupils' progress (towards varying outcomes); and of the benefits of ensuring work with external professionals was coordinated efficiently. Hillier et al., 2010, Special Educational Needs in Mainstream Schools: Evidence Review	1 2 3
Developing a whole school phonics and reading approach which will support pupils through EYFS to Key Stage 4. Purchasing supporting resources.	Training Reception teachers in strategies designed to optimise phonics teaching and improve children's reading – EEF A whole-school approach to CPD using phonics to improve attainment at KS1 reading	1 2
Introduction of additional online numeracy tuition	Small Group Tuition	1 2
Additional literacy tuition delivered in Key Stage 3	Small Group Tuition	1 2

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

Budgeted Cost £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
On site, Occupational Therapist 3 days per weeks to complete sensory assessments of identified pupils and to provide sensory and regulation programmes.	Metacognition and Self Regulation: Evidence Review	3 4 6
Pupils to have access available to a trained counsellor to support mental health and wellbeing.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Education Endowment Foundation:Improving Social and Emotional Learning in Primary Schools	4 6
Additional mental health and wellbeing interventions to be made available, including forest schools.	One to One Tuition Mentoring	1 4 6
Careers guidance/Post 16 for KS4	Careers Education : International Literature Review	5

Total budgeted cost: £183,000

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.

Staff training to become qualified teachers continue to make progress and are working through their training. They are supported through a Woodlands mentor. PE Teacher has completed training and is now qualified and has completed QTLS. This has ensured that pupils are being taught by staff who have strong subject knowledge and are up to date with current education developments. Another member of staff is completing training in becoming a PHSE/RSE teacher and is delivering this across all sites. This is enhancing the offer available to all pupils and in addition is support pupil's wellbeing and mental health.

Recommendations have been provided for a phonic programme which would support early reading skills for pupils across the pupil referral unit. The Woodlands have identified "Little Wandle" for Primary pupils and "That Reading Thing" and "That Spelling Thing" as a whole school approach. This will be part of the training for 2022/23. This has been implemented in to bases across The Woodlands.

The Cognition and Learning Team support has continued to support a number of pupils and staff. They have identified the needs of the pupils and provided recommendations to staff to ensure pupils receive appropriate support and provision. The SLA will be continued in 2022/23.

The increased Service Level Agreement from SEND and Inclusion has allowed professional conversations to identify the most appropriate support services for pupils. The support has offered advice, guidance and training to staff in a range of areas including emotional wellbeing. They have also completed assessments on a number of pupils and provided recommendations for The Woodlands to support these needs.

The Future Steps report have supported a number of pupil's statutory assessment requests and have been used to identify next steps in pupil's education. For identified pupils, programmes have been available to support regulation. Future Steps have also provided a number of handwriting programmes for pupils.

The school counsellor continues to support at The Woodlands. The counselling is available to all pupils across all sites of The Woodlands. Mentors have identified appropriate pupils and the caseload continues to be full.

The new attendance officer has accessed a range of training to upskill them in ensuring they are providing the most appropriate level of support to parents. They have worked closely with County to ensure that all relevant guidance is followed to improve school attendance.

Durham Works supported KS4 pupils.

Further information (optional)

Additional activity

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