

# Pupil premium strategy statement

## School overview

Detail	Data
School name	The Woodlands
Number of pupils in school	326 (3.10.24)
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	14.11.24
Date on which it will be reviewed	
Statement authorised by	Lesley Candler Executive Headteacher
Pupil premium lead	Joe Iancu / Danielle James
Governor / Trustee lead	Sally Green

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,550
Recovery premium funding allocation this academic year	£0
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	£179,550

## 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 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>

	ALL pupils leave with an appropriate qualification in English and Maths.
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.	All disadvantaged pupils are able to access support for post 16 Reduced number of NEETS

## 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: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training of staff members from unqualified teacher to qualified teacher in key subject areas	<a href="http://www.gov.uk">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a> There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:	1

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

Budgeted cost: £101,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased support from SEND and Inclusion Services from the Local Authority (Cognition and	Evidence of the effectiveness of collaborative and team-working approaches in supporting pupils' progress (towards varying outcomes); and of the	1 2 3

<p>Learning Team/EWEL/ASC). For qualified staff to complete assessments and provide supports/recommendations on supporting the needs of pupils with learning difficulties.</p>	<p>benefits of ensuring work with external professionals was coordinated efficiently.</p> <p>Hillier et al., 2010, Special Educational Needs in Mainstream Schools: Evidence Review</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	
<p>SEN interventions</p>	<p>Several evidence-based interventions for children with special educational needs (SEN) have been shown to improve their outcomes, with multiple studies providing insight into best practices.</p> <p>Social and Emotional Interventions: Cognitive Behavioral Therapy (CBT), social skills programs, and mentoring or exercise-based interventions are effective for SEN pupils who experience behavioral or emotional challenges(<a href="http://Inclusiveteach.com">Inclusiveteach.com</a>)(<a href="http://Nuffield Foundation">Nuffield Foundation</a>).</p> <p>These interventions are most effective when implemented with trained staff, monitored for impact, and adjusted as needed to suit individual students' requirements(<a href="http://EEF">EEF</a>).</p>	<p>3 4</p>
<p>Introduction of additional online numeracy and tuition</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific</p>	<p>1 2</p>

	<p>needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>One to one tuition and small group tuition are both effective interventions.</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p>	
<p>Additional literacy tuition delivered in Key Stage 3</p>	<p>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>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p>	<p>1 2</p>

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

Budgeted Cost £67,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance rewards both weekly and also half termly/termly to reward and encourage attendance</p>	<p>Recent research indicates that offering rewards can effectively improve school attendance, particularly for students from disadvantaged backgrounds. A 2023 review from Blackpool Research School highlighted that incentives such as personalised communications and recognition of consistent attendance can have a positive impact. Schools that celebrated success with rewards like certificates, praise, or other incentives saw improved attendance rates among key groups of students. This suggests that rewards tied to consistent attendance can help build positive habits and encourage regular school participation (<a href="#">FutureEd</a>)(<a href="#">Research Schools Network</a>). Additionally, broader studies by organizations such as FutureEd emphasise the effectiveness of financial or material incentives, particularly for students from lower-income families. Cash incentives or transport-related rewards have been shown to help improve attendance by reducing barriers like travel difficulties(<a href="#">Research Schools Network</a>).</p>	<p>1 2</p>
<p>Pupils to have access available to a trained counsellor to support mental health and wellbeing.</p>	<p>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. <a href="#">Education Endowment Foundation:Improving Social and Emotional Learning in Primary Schools</a></p>	<p>4 6</p>

<p>Careers guidance/Post 16 for KS4</p>	<p>Recent research on career advice in schools highlights the importance of comprehensive guidance for improving post-16 outcomes. A 2023 briefing by the House of Commons emphasized that career advice plays a critical role in helping students navigate their future options, including apprenticeships, full-time education, or work-study combinations. This aligns with findings from Gatsby's "Good Career Guidance" report, which recommends structured career programs in schools, proven to boost student preparedness for post-secondary pathways.</p>	<p>5</p>
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**Total budgeted cost: £170,500**



## 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 2023 to 2024 academic year.

A number of pupils have been referred to the SEND and Inclusion services this academic year. Many of these pupils arrive at The Woodlands with unidentified needs, and through these referrals and assessments, we have been able to accurately identify their needs and implement a range of strategies and interventions to support them. These assessments have also helped us determine appropriate pathways and next steps for each pupil based on their individual needs. As a result, staff can further adapt and tailor both the curriculum and the learning environment to ensure that all pupils are able to make progress.

The SEND and Inclusion team has delivered a range of CPD sessions to staff across all sites at The Woodlands. These sessions have upskilled staff and increased their confidence in supporting pupils.

This academic year, we have been supported by two school counsellors who have provided essential support to pupils with a range of needs, including trauma, mental health challenges, and emotional wellbeing. The counsellors have worked with pupils across all Woodlands sites, including Alternative Provisions.

Each base has implemented a phonics program to support pupils. At the Primary level, the Little Wandle program has been introduced, with 52% of pupils making expected or above progress in reading in the 2023-2024 academic year. At The Bridge, 58.5% of pupils made expected or above progress in reading, while 61% of Key Stage 3 pupils made more than one year of progress. In Key Stage 4, 68.7% of pupils also showed reading progress. Among pupils accessing alternative provisions, 85% made progress in reading throughout the year.

Additional numeracy and literacy interventions have provided tailored, bespoke support to address gaps in pupils' knowledge, enabling them to make progress. At The Elms (Key Stage 3), 64.7% of pupils made expected or above progress in English, and 74.6% in maths. At The Maples (Key Stage 4), 66.8% of pupils made expected or above progress in English, and 66.1% in maths. These outcomes are a direct result of the embedded interventions.

Future Steps assessments have supported a number of statutory assessment requests and have been instrumental in identifying the next steps in pupils' education. For cer-

tain pupils, specialized programs have been implemented to support emotional regulation, and handwriting programs have also been introduced. These assessments are highly valued, as they provide schools with effective strategies to support pupils during reintegration.

Throughout the year, Woodlands pupils have accessed a variety of mental health and wellbeing interventions, such as forest schools and music therapy. These interventions have significantly improved pupil engagement, attendance, and overall wellbeing. At The Elms, which accessed most of the interventions, 68% of pupils showed improved attendance. Additionally, behaviour has improved, and the number of suspensions has decreased.

The careers support at The Woodlands has enhanced the future opportunities available to pupils. At The Maples, all pupils met with a Durham Works advisor and a representative from Groundworks. As a result, 89% of pupils had identified next steps leading to full-time education or training. Additionally, 91% of Key Stage 4 pupils felt that The Woodlands had adequately prepared them for their next steps in education.

## Further information (optional)

### Additional activity

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