

# Pupil premium strategy statement - Woodbridge Road Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	39%
Academic year that our current pupil premium strategy plan covers	2023/24
Date this statement was published	November 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Bill Holledge
Pupil premium lead	Naomi Shenton
Governor / Trustee lead	Dave Hughes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,680
Recovery premium funding allocation this academic year	£9,660
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	£29340

## Part A: Pupil premium strategy plan

### Statement of intent

As a newly expanded special school for pupils with communication and interaction needs, our pupils have come to us with a wide range of prior experiences of education. Many of our pupils were very significantly impacted by the Covid pandemic and lockdowns. This caused significant isolation for our cohort and some have not participated in any kind of education regularly since the lockdown. This has had a significant impact on pupils' mental health and their academic progress.

Our strategy is to identify and then break down our pupils' individual barriers to education and support them to make progress both academically and in terms of their communication and interaction skills. We have a collaborative approach with school staff and external agencies working together to address each pupil's barriers to learning.

### Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families demonstrate that the mental health and wellbeing of many of our disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are backed up by several national studies. This has been compounded for some of our pupils by transitioning between multiple education settings as they found the most appropriate setting to meet their needs.
2	We have identified that a significant proportion of our pupils struggle with school attendance and are aware that for some pupils Covid-19 lockdowns and partial school closures have had a lasting impact on their attendance.
3	Our baseline assessments have shown that our disadvantaged pupils in particular have significant gaps in their numeracy and literacy.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.

5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., morning routines.
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## 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
All pupils, regardless of economic and cultural background, are able to experience learning beyond the classroom.	100% of disadvantaged pupils are able to access a variety of experiences beyond the classroom to enhance their learning and cultural knowledge.
All pupils, regardless of background, make significant progress from their starting points.	Due to the nature of the school, this will vary for individual pupils. We will aim for pupils to access qualifications and make progress in line with their peers in mainstream schools. However, due to some pupils' needs, it will be more pertinent that they make progress against suitably challenging individual education plan targets.
All identified pupils receive the appropriate level of support to meet their social and emotional needs.	Identified pupils receive support at the point of need from the appropriate provision: Tier 1,2 or 3. Attendance is at least in line with the national average for similar schools.

## 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: £15,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read, Write, Inc Fresh Start programme including INSET training for all staff and leadership develop sessions to support progress.	Phonics approaches have 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. This has been demonstrated by the EEF ToolKit	3
Additional teaching assistant hours to support with phonics interventions 1:1.	Phonics approaches have 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. This has been demonstrated by the EEF ToolKit	3

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

Budgeted cost: £1,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read, Write, Inc Fresh Start resources.	Phonics approaches have 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. This has	3

	been demonstrated by the EEF ToolKit	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health support for pupils using a qualified integrative therapist.	This supports pupils with their anxiety and emotional regulation as well as educating staff and parents to support young people.	1
Emotional Literacy Support Assistant (ELSA) training for teaching assistants.	There is a selection of doctoral research into the use of ELSA in schools which demonstrates that it has a positive impact on the emotional literacy of pupils.	1
Improve attendance by working with individual pupils and families where attendance is a concern. This work is carried out by learning mentors and an assistant principal working in conjunction with our Trust attendance officer.	The EEF argues that simply raising awareness of attendance concerns is not enough and that active parental engagement is more powerful (adding four months progress when planned effectively).	2 5
Provide opportunities for educational visits and learning beyond the classroom regardless of family income to develop cultural experiences.	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence	4

**Total budgeted cost: £29,340**

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

Woodbridge Road Academy opened in September 2022 in temporary accommodation with a limited number of pupils; we had 18 pupils for most of the academic year.

We had no disadvantaged pupils who sat national assessments or qualifications.

One of our intended outcomes is that all pupils, regardless of economic and cultural background, were able to experience learning beyond the classroom. 100% of our disadvantaged pupils were supported to take part in educational visits and experiences during 2022/23. Due to the nature of our pupils' mixed educational backgrounds, this was the first time that some pupils had ever participated in an educational visit.

The majority of our disadvantaged pupils made significant progress on their attendance based on their previous year of education. Where an extremely small minority of pupils did not increase their attendance there was significant liaison with both family and outside agencies to provide ongoing support and intervention.

Our strategy continues to be to break down individual pupils' barriers to education. For many of our disadvantaged pupils, their biggest barriers to education are reading ability and mental health so that has informed how we are spending our pupil premium funding. We significantly increased our pupil and staffing numbers in September 2023 which means that we are scaling up our strategy.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
RWI Fresh Start	Ruth Miskin
Maths Master	Ark

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*