

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding 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	Woodbridge Road Academy
Number of pupils in school	18
Proportion (%) of pupil premium eligible pupils	27.78%
Academic year that our current pupil premium strategy plan covers	2022/23
Date this statement was published	October 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Bill Holledge
Pupil premium lead	Naomi Shenton
Governor / Trustee lead	David Willis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4,925
Recovery premium funding allocation this academic year	£9,936
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	£14,861

Part A: Pupil premium strategy plan

Statement of intent

As a new 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.

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	Disadvantaged pupils are adversely affected culturally due to the limited experiences they have outside the classroom.
2	Pupils have been adversely affected socially and emotionally due to the restrictions imposed during the global Covid-19 pandemic and as such struggle to attend school and/or access their learning.
3	Disadvantaged pupils have missed a substantial part of schooling due to COVID-19 restrictions in the previous academic years, which has had a negative impact on progress and attainment.

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.

<p>All pupils, regardless of background, make significant progress from their starting points.</p>	<p>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.</p>
<p>All identified pupils receive the appropriate level of support to meet their social and emotional needs.</p>	<p>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.</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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching 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	
Phonics training for two members of staff.	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	

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all identified pupils receive targeted interventions in RWM	As part of their 'Improving Literacy' guidance, the EEF recommend structured, high quality interventions.	2

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

Budgeted cost: £3,861

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance by working with individual pupils and families where attendance is a concern. Including 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 3
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	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.	2
Hardship fund to support families in financial difficulty.	We have set aside this money to support families to ensure their children can continue to attend school.	1 2 3

Total budgeted cost: £14,861

Part B: Review of outcomes in the previous academic year

Woodbridge Road Academy opened in September 2022.