Pupil premium strategy statement - *Woodbridge Road Academy*

This statement details our school's use of pupil 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	96
Proportion (%) of pupil premium eligible pupils	44%
Academic year that our current pupil premium strategy plan covers	2026/27
Date this statement was published	October 2026
Date on which it will be reviewed	June 2027
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	£42,552
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£42,552

Part A: Pupil premium strategy plan

Statement of intent

As a 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 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 significant focus on personal development for our pupils. We have a collaborative approach with school staff and external agencies working together to address each pupil's barriers to learning.

Our pupil premium strategy is to facilitate us to address barriers to learning ranging from additional staffing for pastoral support or small group tuition to provision of equipment used for learning at home and subsidising pupil enrichment and personal development opportunities.

Challenges

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

Challenge number	Detail of challenge
1	There is a higher incidence of mental health challenges in pupils with special educational needs meaning that all of our pupils are vulnerable. Our assessments, observations and discussions with pupils and families demonstrate that the mental health and wellbeing of many of our disadvantaged pupils is impacted further more. 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	Our baseline assessments have shown that our disadvantaged pupils in particular have significant gaps in their numeracy and literacy compared to peers. 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.

3	Through observations and conversations with pupils and their families, we find that our disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
4	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., morning routines which support school attendance.

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 varies for individual pupils. We 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: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read, Write, Inc. Fresh Start programme professional development programme.	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	2
Maths Mastery professional development for staff, in particular access to CPD resources to upskill teaching assistants to enable them to support pupils more effectively.	The Ark Maths Mastery approach which EEF research shows an increase of + 1 month to other maths approaches.	2
English Mastery professional development for staff, in particular access to CPD resources to upskill teaching assistants to enable them to support pupils more effectively.	The Brilliant Club report found that the English Mastery Secondary programme delivered an additional four months' progress for students.	2
Science Mastery professional development for staff, in particular access to CPD resources to upskill teaching assistants to enable	A KS3 pilot study showed the following results using Science Mastery: - the proportion of students achieving higher than the national average increased from 13% to 38%.	2

them to support pupils more effectively.	- the proportion of students achieving lower than the national average decreased from 34% to 16%. - When comparing the average scores at the beginning and end of the pilot there was a 10% increase.	

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistant hours to deliver 1:1 and very small group reading interventions.	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	2
Additional teaching assistant hours to deliver 1:1 and very small group maths interventions.	The Ark Maths Mastery approach which EEF research shows an increase of + 1 month to other maths approaches.	2

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

Budgeted cost: £21,552

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group SEMH interventions for individual pupils, these include ELSA, Starving the Anxiety	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

Gremlins and Starving the Anger Gremlins. These are delivered by teaching assistants and learning mentors.	Starving the Anger Gremlins and Starving the Anxiety Gremlins are based on a cognitive behavioural therapy (CBT) approach and are designed to be used on a one to one basis. Research by Lewis and Rose (2018) found that this approach was effective in part because it allows young people to take back control.	
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
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).	1 4
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	3
Subsidise peripatetic music tuition for disadvantaged pupils.	EEF research shows that arts participation can have a positive impact on academic outcomes in other areas of the curriculum. EEF state an impact of +3 months	3 2

Total budgeted cost: £42,552

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

One of our intended outcomes is that all pupils, regardless of economic and cultural background, are able to experience learning beyond the classroom. 100% of our disadvantaged pupils were given the opportunity to attend heavily subsidised educational visits and experiences during 2025/26. This included both day and residential visits. For many of our pupils, their first experience of an educational visit is with Woodbridge Road Academy.

Our attendance overall for 2025/26 was 87.6% which was above the national special school average of 87.1%. Our attendance for pupil premium pupils was 85.5%. 67.5% of our pupil premium pupils had attendance above 90%. This is an increase on 2024/25.

In summer 2026 we had a small cohort of year 6 pupils who completed SATs and a small cohort of year 11 pupils who sat GCSEs. There were disadvantaged pupils in both of these cohorts and they made progress from starting points. However, due to the small nature of the cohorts, it would not be appropriate to publicise a breakdown of data about disadvantaged pupils for anonymity reasons.

We assess reading ages twice a year which allows us to demonstrate and to tailor interventions. Between November 2025 and May 2026 our pupil premium pupils made on average 8 months progress in their reading ages. Many of these pupils have made significant progress in reading ages in 2024/25.

Individual learning plans (ILPs) are produced for each pupil at Woodbridge Road Academy. These plans include small scale targets which enable us to track pupils' progress towards their EHCP targets. Our figure for progress against all targets across the year for pupil premium pupils is -0.61. This is interpreted by Edukey as expected progress and is in line with our ILPs target data for non pupil premium pupils who have a progress score of -0.71.

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

Programme	Provider
RWI Fresh Start	Ruth Miskin
Maths Mastery, English Mastery, Science Mastery	Ark Curriculum Plus

Service pupil premium funding (optional)

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

Measure	Details
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.