

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	73
Proportion (%) of pupil premium eligible pupils	48%
Academic year that our current pupil premium strategy plan covers	2024/25
Date this statement was published	October 2024
Date on which it will be reviewed	June 2025
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	£29,640
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	£29,640.

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 also 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	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. 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	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.
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.

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: £5,000

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	3
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.	3

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

Budgeted cost: £7,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
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

Additional teaching assistant hours to deliver with 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.	3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
1:1 and small group SEMH interventions for individual pupils, these include ELSA, Starving the Anxiety Gremlins and Starving the Anger Gremlins. These are delivered by teaching assistants and learning mentors.	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. 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.	1
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	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

with our Trust attendance officer.		
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: £29,640

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, were able to experience learning beyond the classroom. 100% of our disadvantaged pupils were supported to take part in educational visits and experiences during 2023/24. 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.

In 2023/24 62% of our pupil premium pupils had attendance over 90%. In the majority of cases this was an increase on their previous year of education. In the case of the minority of pupils who did not increase their attendance, there was significant liaison with both family and outside agencies to provide ongoing support and intervention. In some cases we are not an appropriate setting for pupils and are working closely with the local authority to ensure that these pupils access appropriate education.

In summer 2024 we had a very small cohort of pupils who completed KS2 SATs and we also had a small very small cohort who sat GCSEs. There were disadvantaged pupils within each of these cohorts, however, we are not publishing their data due to anonymity reasons.

We assess reading ages twice a year which allows us to demonstrate and to tailor interventions. Between autumn 2023 and May 2024 our pupil premium pupils made on average 18 months progress in their reading ages.

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 +0.27 This is interpreted by Edukey as expected progress.

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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	Ark

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?	

