

Pupil premium strategy statement – Woodlands Academy of Learning

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

School overview

Detail	Data
Number of pupils in school	2025-2026 444 2024-2025 458 2023-2024 450 2022-2023 455
Proportion (%) of pupil premium eligible pupils 147 FSM 33% 114 PPG 26% 9 EYPP 40%	33% (114 PP children, 9 EYPP children and 147 FSM) Above National average (27%) by 6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 25 2025 – 26 2026 – 27
Date this statement was published	December 25
Date on which it will be reviewed	December 27
Statement authorised by	Catherine Macpherson
Pupil premium leads	Julia Jackson/Lynne Edmunds
Governor / Trustee lead	Susan Spriggs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,070
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£209,300

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that every child, irrespective of background and barriers to learning, are happy, healthy, feel part of our Woodlands family, are ready to learn and achieve their full potential.

We strive to support our children to become confident, independent, life-long learners who have a love of learning and are ready to flourish in all aspects of their development.

When making decisions about using Pupil Premium funding, we consider the context of our school, our pupils and the challenges faced. This alongside research conducted by the Education Endowment Foundation underpin how we use our Pupil Premium Funding.

Our deprivation at Woodlands is changing and according to IDACI 2021, 50% of our school population are in the most two deprived percentiles. This has increased from 30% in 2013. Deprivation is increasing for our families. Common barriers to learning for our disadvantaged children can be less support at home, limited vocabulary/significant word gap upon entry, poor communication skills, low aspirations, lack of confidence, attendance and punctuality issues and inability to self-regulate.

Our pupils' needs are at the heart of our strategy. Our intention is that our strategy will not only benefit our disadvantaged children but also their peers as we appreciate that all of our children have diverse needs and complex family situations.

Key principles

- All individuals at Woodlands are part of our Woodlands family and our children feel safe, secure, happy and are ready to learn.
- We recognise that language matters and underpins our children's learning. We aim for all children to become confident readers, and we prioritise reading across our academy.
- We ensure that our children are flooded with rich vocabulary and invest in speech and language support so that our children become articulate individuals.
- For our children to have high self-esteem, self-respect, and self-control. Our SMILE tree values sit at the heart of our school and all staff at Woodlands work together to support children in developing their awareness of these values. In addition to our teaching team, we also have a strong pastoral team (Pupil and Welfare Support and Emotional Learning Support Assistant) who work closely with our children and families.
- To enrich the life experiences of our children.
- To improve attendance and punctuality for all our children there is a high, school focus so everyone has a responsibility to raise levels of attendance. There is also a designated attendance lead in the office team, who leads specific interventions to support our families and raise attendance levels. They liaise with the pastoral team and with an external attendance officer who undertakes home visits as required.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. On entry to Nursery in the last 2 years, between 7.5 - 8% of our pupils arrived working at Age-Related Expectations (ARE) in Communication & Language. On exit from Reception in 2025, 50% of our disadvantaged children achieved ARE compared to 74% of other pupils.

2	The 2025 Phonics screening results suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. 2025 Y1 Phonics Screen 88.2% disadvantaged children passed 100% non-disadvantaged passed 2025 Y2 Phonics re-screen 0% disadvantaged children passed, 0% of non-disadvantaged passed (3 children were screened 1/3 were PPG). On entry in September 2025, there was an average gap of 28% between disadvantaged and non-disadvantaged pupils in Reading across KS1 & 2.
3	Internal data analysis indicates that the gap in attainment between disadvantaged pupils and non-disadvantaged pupils is widening in Writing. On entry in September 2025, there was an average gap of 31% between disadvantaged and non-disadvantaged pupils across KS1 & 2.
4	Internal data analysis indicates that the gap in attainment between disadvantaged pupils and non-disadvantaged pupils is widening in Math's. On entry in September 2025, there was an average gap of 34% between disadvantaged and non-disadvantaged pupils across KS1 & 2.
5	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be a challenge. The impact of school closures in 2020 continues to impact pupils where gaps in knowledge have not yet been sufficiently closed.
6	Teacher referrals for ELSA support remain relatively high. Our assessments (including pupil questionnaires), observations and discussions with pupils and families have identified social and emotional issues for pupils, notably difficulty in regulating emotions which affects learning behaviours. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Our attendance data over the last few years indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. In July 2024, FSM attendance was 3.36% lower than non-FSM children's attendance. The gap had narrowed for both Pupil Premium & FSM however Pupil Premium and FSM attendance was still below children who are not disadvantaged. In July 2024, Pupil Premium attendance was 2.96% lower than non-pupil premium children's attendance.

By July 2025, PP attendance was 3.02% lower than non-PP children's attendance, indicating a widening gap.

PP	PP	Non PP	Gap
Summer 2 2023	90.9	95	4.1
Autumn 1 2023	94.5	96.8	2.3
Autumn 2 2023	93.25		
Spring 1 2024	93.75	96.2	2.4
Spring 2 2024	93.49	96.18	2.69
Summer 1 2024	93.29	96.13	2.84
Summer 2 2024	92.83	95.79	2.96
Autumn 2 2024	92.12	94.68	2.56
Spring 1 2025	92.58	96.29	3.71
Spring 2 2025	93.11	96.42	3.31
Summer 1 2025	93.24	96.38	3.14
Summer 2 2025	93.24	96.26	3.02
Autumn 2 2025	93.55	95.54	1.99

FSM	FSM	Non FSM	Gap
Summer 2 2023	90.7 (Nat 88.6)	95	4.3
Autumn 1 2023	94.3	96.8	2.5
Autumn 2 2023	93.09		
Spring 1 2024	93.57	96.22	2.6
Spring 2 2024	93.26	96.22	2.96
Summer 1 2024	93.02	96.18	3.16
Summer 2 2024	92.51 (Nat 88.9%)	95.87	3.36
Autumn 2 2024	91.78	96.18	4.4
Spring 1 2025	92.26	96.36	4.1
Spring 2 2025	92.84	96.48	3.65
Summer 1 2025	92.97	96.44	3.47
Summer 2 2025	93	96.31	3.31
Autumn 2 2025	93.49	95.92	2.43

Punctuality also remains a high focus. Many children find the transition from home to school incredibly challenging and require support. Mental health concerns for some of our families impacts on this and there is a high need for support from our Pastoral Team.

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
<i>Staff to be trained in implementing effective Adaptive SEND strategies in their environments and curriculum to allow all children to work at ARE objectives.</i>	Provide opportunity for all pupils to experience success by: Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.

	Balancing input of new content so that pupils master important concepts. Making effective use of teaching assistants.
<i>To close the gap in attainment between disadvantaged and non-disadvantaged children in Reading.</i>	% of Disadvantaged children passing the phonics screening check in both Y1 & 2 improves Children in KS1 and 2 make accelerated progress in reading and gaps diminish or close. Achieve national expectations in Reading at the end of EYFS – Children meeting expected in the ELGs Achieve national expectations in Reading at the end of KS1 & KS2
<i>To close the gap in attainment between disadvantaged and non-disadvantaged children in Writing.</i>	% of Disadvantaged children achieving ARE improves in every year group. Children make accelerated progress in writing and gaps diminish or close. Achieve national expectations in Writing at the end of EYFS, KS1 and KS2.
<i>To close the gap in attainment between disadvantaged and non-disadvantaged children in Maths.</i>	% of Disadvantaged children achieving ARE improves in every year group. Children make accelerated progress in Maths and gaps diminish or close. Achieve national expectations in Writing at the end of EYFS, KS1 and KS2.
<i>To support disadvantaged pupils in their wellbeing and personal development so that it is not a barrier to their learning and achievement.</i>	Pastoral team support children and their families. % of disadvantaged children making accelerated progress in Prime & Specific areas of the EYFS curriculum and the core areas of the KS1/2 curriculum. Gaps in attainment begin to diminish or close.
<i>To reduce levels of absence and increase punctuality.</i>	To reduce the attendance and punctuality gap of disadvantaged and non-disadvantaged children

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: £ 69,750.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training in Communication & Language for staff to support children with skills that are below ARE.</i> <i>Speech and Language support provided by trained NHS SAL Team.</i>	The use of WellComm screening in Nursery and Reception identifies children who are experiencing barriers to speech and language development so that they can be supported early in their education journey. Education staff use WellComm targeted intervention strategies on a whole class, small group and 1-1 basis to support children immediately. Other toolkits including Early Talk Boost, Hanen Scales, NELI, ECERS-R and Makaton communication programme is used to explicitly teach and extend children's spoken language and vocabulary to narrow the word gap between disadvantaged and non-disadvantaged children. All are recommended by the EEF. EEF (2024) Early Years Evidence Store: Evidence consistently shows that communication and language approaches benefit young children's learning. Using multiple approaches will support the development of	1

	children's communication and language.	
<i>Staff to be trained in promoting and implementing effective adaptive SEND strategies which enable all children to work towards the Age-Related curriculum regardless of barriers to learning</i>	External Consultant Becky Hadley from the NIAT will continue to train and support staff in developing and implementing high quality adaptive strategies. Internal PD sessions have been planned for. PINS project undertaken to increase staff knowledge and expertise in how to support neuro diverse children in their learning. <i>The EEF SEND toolkit (2024) states: pupils with SEND are also more than twice as likely to be eligible for free school meals. An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</i>	1, 2, 3, 4
<i>Mentoring and coaching to support professional development of staff</i>	Staff undertake coaching to support professional development with a focus on adaptive strategies <i>The research by the National Institute of Teaching's Mentoring & Coaching of teachers found Schools that prioritise mentoring, including allocating sufficient resources and recognising and celebrating mentors, are more likely to see successful mentoring outcomes. (and) can result in better outcomes for both pupils, mentees, and mentors</i>	1, 2, 3, 4

<i>RWI continues to be taught daily by our SWAT team</i> <i>Staff receive up to date training</i> <i>Staff receive support from external RWI consultant Katie Whittaker</i>	RWI is used to systematically teach the children the relationship between the sounds letters make (phonemes) and letter name/s that represent them (graphemes). Children learn in small, homogenous groups which are streamed by ability. Children are regularly assessed and regrouped according to this data. In instances of staff absence, groups are covered whenever possible to uphold consistency to the scheme Book bag books are used to ensure children read at home to a level they work at within school. RWI development days are held throughout the year to further develop knowledge and expertise of our staff and to offer support to the RWI lead. Staff work directly with Katie Whittaker who models lessons, observes practise, and provides feedback for next steps. <i>The EEF's report on Phonics has shown that: Phonics has 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.</i>	2, 3, 5
<i>External Consultant Clare Hubbard leads whole school moderation in Reading and Writing</i>	Clare Hubbard continues to work with all teaching staff to support them in their knowledge of teaching Reading and Writing and ensure consistency in staff judgements of the children through whole school moderation. <i>The EEF Literacy Guidance reports state: Collect(ing) high quality, up-</i>	3, 4

	<i>to-date information about pupil's current capabilities and adapt teaching accordingly to focus on exactly what pupils need to progress.</i>	
<i>I'm a Clever Writer introduced across the academy to increase attainment in writing.</i>	To close the gaps in writing across the academy. This is supported by the EEF Literacy Guidance reports: <i>Teach pupils to use strategies for planning and monitoring their writing. Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs.</i>	3
<i>External Consultant Helen Owens leads whole school moderation in Maths</i>	Helen Owens continues to work with all teaching staff to support them in their knowledge and expertise of teaching Maths.	4
<i>To continue to subscribe to White Rose Maths to support the teaching of Maths across the academy and raise standards.</i>	To ensure consistency across our academy and to enable teachers to teach Maths through a small step approach, we purchase an annual subscription to White Rose Maths for all staff. EEF Teaching and Learning Toolkit impact +5 months (Mastery Learning) <i>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes.</i>	4
<i>Purchase GCP books for children from Y1-6 to support children and families with home learning.</i>	GCP books purchased for SPAG to ensure all children from Y1-6 have access to quality home learning provision linked to the children's current school learning. These books also remove the barriers that some children may have in access to devices or online resources.	2, 3, 4

	EEF Teaching & Learning Toolkit impact +5 months (Homework)	
<i>Subsidise trips for disadvantaged children</i> <i>Subsidise residential visits for disadvantaged children</i> <i>Y4 Laches Wood</i> <i>Y6 Bryntysilio</i>	We subsidise residential and educational visits to ensure our disadvantaged children experience a wide variety of enrichment activities and life experiences. The Billesley Research School report around Cultural Capital states: <i>Cultural capital is the stuff you need to know to navigate the world. This encompasses the experiences you have and the vocabulary you know, much of it implicit and unspoken.</i>	1, 5

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

Budgeted cost: £ 60,880.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All Level 3 Teaching Assistants have identified PPG/FSM children in their year group to support in their reading, writing or maths based on each child's individual needs</i>	Performance Management Targets have been set so all L3 TAs have specific disadvantaged children to support Identified children will make at least good progress. EEF Teaching & Learning Toolkit impact +5 months (Teaching Assistant Interventions)	3
<i>Teaching Assistants lead interventions in Year groups (pre-teaching/gaps)</i> <i>RWI interventions</i>	EEF Teaching & Learning Toolkit impact +5 months (Teaching Assistant Interventions)	2, 3, 4, 5

	EEF Teaching & Learning Toolkit impact +4 months (Small group tuition)	
<i>Support staff lead year group interventions</i> <i>Vulnerable pupils receive continuous support that extends beyond the formal timetable, with staff providing responsive support ranging from brief daily check-ins to intensive, immediate intervention.</i>	Support staff salaries are funded for a weekly session in a programme of six in order to focus on personal development. This may link to behaviour, friendships, bereavement etc according to the need of the child. EEF Teaching & Learning Toolkit impact +5 months (Teaching Assistant Interventions)	5, 6, 7

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

Budgeted cost: £ 78,670.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Interventions</i> <i>Meeting children's and family's needs at Level 3 and above</i> <i>Emotional Literacy Support Assistants</i> <i>Parent/parental support (housing, mental wellbeing etc)</i> <i>Lunch Hub</i> <i>Self-Regulation Stations</i>	Provide children with specialist, targeted support through small group or 1-1 sessions with our pastoral team to help manage self-regulation and/or social/emotional skills. This enables all children to be ready to learn and has a positive impact on attainment. Evidenced through the EEFs Social and Emotional Learning, Behaviour Interventions and Targeted support findings published in the EEF Teaching and Learning Toolkit. Our pastoral team work closely with parents/families to develop parental	1, 5, 6, 7

<i>Boxall Profile to assess children's social and emotional wellbeing</i> <i>Meet and Greet at doors daily</i> <i>Developing parental skills through workshops</i> <i>Purchase of subscription to CPOMS</i>	skills and encourage parents to be partners in their children's education. Evidenced through the EEFs Parental Engagement findings. Our pastoral team works closely with teachers and parents to provide specific mentoring for identified children. This is shown by the EEFs Mentoring report in the Teaching & Learning Toolkit, to have a positive impact on attainment. Each learning room has a regulation station to provide children with a safe space if they feel dysregulated. Once children can self-regulate, they are ready to learn which has a positive impact on attainment. This is evidenced by the EEF (Metacognition and Self-Regulation)	
<i>Juniper App to open communication between parents and school and celebrate children's achievements.</i>	Parents have a direct link to the learning within the classroom and can support in their children's education. Children's wellbeing is positively affected by strong links between home and school. <i>The EEF Working with Parents to Support Children's Learning report states: "tailoring communications to encourage positive dialogue about learning."</i>	1, 2, 3, 4, 5, 6, 7
<i>Attendance, Punctuality and Welfare</i> <i>Attendance Lead in school: Mrs Fieldhouse</i>	Member of Admin Team spends a minimum of 2 hours on attendance and punctuality daily. The team routinely analyse attendance data and ensure	7

<i>Attendance Administrator in school: Mrs Headley</i> <i>Attendance and Welfare Officer (Home Visits) PF Attendance & Welfare</i> <i>Woodlands Pathway</i> <i>Pastoral Team support in attendance & punctuality</i>	interventions and support are delivered quickly and effectively. PF Attendance assists us with absence investigation, targeting PA's and providing evidence for referrals, they also support by visiting families at home to verify absence and perform 'Safe & Well' checks. In line with National changes, we have developed a Cause for Concern Attendance Pathway which sets out clear procedures that will be followed where attendance for particular children is a concern. Parents are written to, invited to meet with the pastoral team for support in the first instance, attendance contracts between school & parents are drawn up & implemented, children/families are referred to the Local Authority. Our approach is supported by the EEFs Supporting Attendance summary of evidence report which states: <i>The interventions that show promise take a holistic approach in understanding pupils and their specific need and address the specific barriers to attendance that have been identified.</i>	
<i>Toast is provided free of charge for breakfast</i>	Supporting the well-being of our disadvantaged pupils, ensuring children are comfortable and ready to learn.	1, 2, 3, 4, 5, 6, 7

Total budgeted cost: £ 209,300.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Data from the previous academic year's national assessments and qualifications, once published.*
- Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- Information from summative and formative assessments the school has undertaken.*
- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

We have analysed the performance of our school's disadvantaged pupils during the 2024/2025 academic year using Key stage 1 and 2 statutory assessment data, phonics check results and our own internal attainment and progress data.

To help us analyse the performance of our disadvantaged pupils, we compared our results for disadvantaged and non-disadvantaged pupils with the national data.

Attainment

Phonics

At the end of 2025, the percentage of children achieving the phonics screening threshold (97%) was significantly above the national average (80%) and local authority average (78%). The phonics attainment of our disadvantaged learners was 88.2% attaining the phonics screening threshold which is significantly above the national for disadvantaged pupils achieving the threshold (67%). This shows the impact of our small group, phonics teaching approach.

Therefore, a large proportion of our pupil premium allocation continues to be utilised to boost our children's attainment and progress in reading and on implementing our phonics teaching strategy across our school in order to maintain these results.

Key stage 2 results

The attainment of our disadvantaged pupils was above the national attainment of disadvantaged pupils for Reading (Woodlands 80%, National 63% 2025) for Maths (Woodlands 85%, National 61% 2025) & Writing (Woodlands 80%, National 59% 2025).

In Reading, Writing and Maths (combined) 70% of disadvantaged pupils met the expected standard in 2025. This was 23% above the national combined of disadvantaged pupils for Reading, Writing and Maths (47%, National Statistics, Key Stage 2 Attainment 2025).

Our internal data shows that during 2024-25 the attainment gap in maths was closing in three year groups (Y1, Y2 and Y4, in reading it was closing in four year groups (Y2, Y4, Y5 and Y6) and in writing it was closing in four year groups (Y1, Y2, Y5 and Y6).

- o **Maths: Over the past two years, the gap is closing.**
- o **Reading: Over the past two years, the gap is closing.**
- o **Writing: Over the past two years, the gap is closing.**

The KS2 assessment for 2024/25 indicates that the performance of disadvantaged pupils was in line with or higher than that of the whole cohort. Disadvantaged children at Woodlands attained better than disadvantaged children nationally in the core subjects

	Reading			Writing			Maths		
Cohort	School	National	Difference	School	National	Difference	School	National	Difference
All cohort (59)	80%	75%	+5%	78%	72%	+6%	85%	74%	+11%
Disadvantaged pupils (PP - 20)	80%	63% 2025	+17%	80%	59% 2025	+21%	85%	61% 2025	+24%

Disadvantaged pupils' KS2 SATs results 2024/2025 (percentage at age related standard or above)

Progress

In addition to this, throughout 2024-2025 our internal data demonstrates that all disadvantaged pupils made progress in reading, writing and maths.

- In maths 57% made expected or better progress
- In reading 52% made expected or better progress
- In writing 40% made expected or better progress Disadvantaged pupils made the most progress in Maths.

High focus remains on the emotional well-being of our children and ensuring the learning behaviours of our children are a high priority. Our subject leaders continue to adapt our curriculums to the evolving needs of our pupils and teachers now know what to specifically

focus on - what children need to remember. The Lightbulb Learning curriculum has been implemented from September 24.

Attendance

Gap in attendance between those eligible for free school meals and Pupil Premium is closing across the academy. This shows the impact of our close monitoring of attendance and punctuality.

FSM Children

FSM	FSM	Non FSM	Gap
Summer 2 2023	90.7 (Nat 88.6)	95	4.3
Autumn 1 2023	94.3	96.8	2.5
Autumn 2 2023	93.09		
Spring 1 2024	93.57	96.22	2.6
Spring 2 2024	93.26	96.22	2.96
Summer 1 2024	93.02	96.18	3.16
Summer 2 2024	92.51 (Nat 88.9%)	95.87	3.36
Autumn 2 2024	91.78	96.18	4.4
Spring 1 2025	92.26	96.36	4.1
Spring 2 2025	92.84	96.48	3.65
Summer 1 2025	92.97	96.44	3.47
Summer 2 2025	93	96.31	3.31
Autumn 2 2025	93.49	95.92	2.43

Pupil Premium Children

PP	PP	Non PP	Gap
Summer 2 2023	90.9	95	4.1
Autumn 1 2023	94.5	96.8	2.3
Autumn 2 2023	93.25		
Spring 1 2024	93.75	96.2	2.4
Spring 2 2024	93.49	96.18	2.69
Summer 1 2024	93.29	96.13	2.84
Summer 2 2024	92.83	95.79	2.96
Autumn 2 2024	92.12	94.68	2.56
Spring 1 2025	92.58	96.29	3.71
Spring 2 2025	93.11	96.42	3.31
Summer 1 2025	93.24	96.38	3.14
Summer 2 2025	93.24	96.26	3.02
Autumn 2 2025	93.55	95.54	1.99

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc Phonics	Oxford Owl
Fresh Start	Oxford Owl
Pixl	Pixl
White Rose Maths	White Rose

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

Our pupil premium spending continues to have a high focus on the emotional well-being of our children and support given by our pastoral team and school staff.

The impact of that spending on service pupil premium eligible pupils

At Woodlands we have one child who is eligible to service pupil premium funding. During 2024/25 this child made good or accelerated progress in reading, writing and maths and attained age related expectations at the end of the academic year.

References

EEF (2024) Early Years Evidence Store

Education Endowment Foundation (2021). Improving Literacy in Key Stage 1 and 2.

Education Endowment Foundation (2021). Improving Mathematics in Early Years and Key Stage 1.

Education Endowment Foundation (2021). Improving Mathematics in Key stages 2 and 3 (2021).

Education Endowment Foundation. Teaching and Learning Toolkit.

<http://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

EEF Teaching and Learning Toolkit (2021) Social and Emotional Learning, Behaviour Interventions and Targeted Support

EEF Teaching & Learning Toolkit (2021) Teaching Assistant Interventions

EEF Teaching & Learning Toolkit (2021) Reducing Class Size

EEF Teaching & Learning Toolkit impact (2021) Small group tuition

EEF Teaching & Learning Toolkit (2021) (Oral Language Interventions

EEF Teaching & Learning Toolkit (2021) Metacognition and Self-Regulation

EEF (2021) Working with Parents to Support Children's Learning.

EEF (2024) Supporting School Attendance

EEF(2024) SEND toolkit

The Billesley Research School (2020) Cultural Capital

<https://researchschool.org.uk/billesley/news/cultural-capital>