

Pupil premium strategy statement – Woodlands School

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	68
Proportion (%) of pupil premium eligible pupils	73.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jules Taylor Headteacher
Pupil premium lead	Alice Arnold Deputy Headteacher
Governor / Trustee lead	Richard Cooke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
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>	£35,000

Part A: Pupil premium strategy plan

Statement of intent

Socio-economic disadvantage is a significant feature in the lives of the vast majority of our pupils, with 80% of our young people eligible for free school meals, and the majority living in areas of high deprivation. As such, we aim to poverty proof our curriculum where possible to level-up our disadvantaged pupils and provide a basic set of uniform free at the start of the academic year.

As a special school for pupils with social, emotional and mental health (SEMH) issues, our pupils already experience many barriers to learning, and at the heart of our approach is an accessible curriculum, with approaches and support targeted to the academic and developmental needs of our pupils.

Many of our learners have significant gaps in their learning, mainly in numeracy, literacy and with their speech, language and communication. As a result our intention is to use this funding to support early identification of gaps and intervene to close the gaps with targeted support and intervention.

Our strategy will be driven by the identified needs of our pupils, to help support pupils to offer therapeutic support, develop strategies for self-regulation, and to boost self-esteem, in addition to supporting academic skills for learning.

Our strategy is to prepare our young people for adulthood, and as part of this we will provide tailored careers advice and support together with access to work experience and transition to further education wherever possible.

Challenges

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

Challenge number	Detail of challenge
1	Our pupils very often arrive in school with little or no base assessment data (e.g. SATS) and have huge gaps in learning due to repeated suspensions, or periods away from school, so measuring progress can be challenging.
2	Our learners have significant gaps in their numeracy learning as a result of an interrupted education
3	Our learners have significant gaps in their literacy learning as a result of an interrupted education

4	Many of our learners have unidentified speech, learning and communication needs that cause frustration and manifest at SEMH behaviours.
5	Our learners have less opportunity to experience cultural capital as a result of their disadvantage

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
Improved progress and attainment for all pupils, and improved analysis of progress data for all pupils	Completion of improved baseline data for all pupils. Improved attainment and progress evidenced by the newly implemented assessment system. An increase in the numbers of pupils entered for GCSE English and Maths
Learners' gaps closed in numeracy to enable them to make the same progress as their non-PP peers	Learners' gaps in numeracy closed and progress towards meeting ARE made across cohort
Learners' gaps closed in literacy to enable them to make the same progress as their non-PP peers	Learners' gaps in literacy closed and progress towards meeting ARE made across cohort
To better support our pupils to communicate well enabling them to self-regulate and to manage their own behaviour	Reduced levels of fixed term suspensions, improvements in overall attendance levels
Provide opportunities for our learners to experience cultural capital activities throughout the curriculum	Experiences that broaden opportunity and understanding and give learners the chance to engage with culturally rich activities that broaden their horizons.

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: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training to support new curriculum</p> <p>Staff training to support introduction of holistic learners assessment system</p> <p>Staff training to deliver Maths whizz / Lexia reading intervention/ Lexonic reading intervention</p>	<p>Schools that embed formative assessment into their teaching see higher pupil attainment as a result</p> <p>https://www.ucl.ac.uk/ioe/news/2022/mar/embedding-formative-assessment-leads-higher-attainment</p> <p>SD</p> <p>SD / NM</p> <p>Lexia training for all staff took place on 04.09.25. Children eligible for Free School Meals (FSM) who were offered Lexia during the 12-24 weeks trial made, on average, the equivalent of two additional months' progress in reading compared to other children eligible for FSM. The evaluation also found that the programme had a positive effect on skills that are important for further literacy development.</p> <p>MN completed Lexonic Leap training on 12.11.25. NM completed Lexonic Flex training on 15.12.25 and 16.12.25 (an adapted version of Advance appropriate for our learners and their needs). HD and ED are booked to attend Lexonic Leap training on 30.01.26.</p> <p>Lexonic Leap has shown significant impact on students' reading skills, achieving an average reading age gain of 27 months over six weeks. This improvement is supported by evidence from both Lexonic Advance and Leap programs, which have been independently validated and shown to foster reading, spelling, vocabulary, and comprehension skills in students.</p>	<p>1</p>

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Whizz	SD	2
Lexia	Children eligible for Free School Meals (FSM) who were offered Lexia during the 12-24 weeks trial made, on average, the equivalent of two additional months' progress in reading compared to other children eligible for FSM. The evaluation also found that the programme had a positive effect on skills that are important for further literacy development.	3
Lexonic	Lexonik Leap has shown significant impact on students' reading skills, achieving an average reading age gain of 27 months over six weeks. This improvement is supported by evidence from both Lexonik Advance and Leap programs, which have been independently validated and shown to foster reading, spelling, vocabulary, and comprehension skills in students.	3
Speech and Language intervention	SALT strategic support (Speech and Language Therapy) around the development of dual coding systems and symbols. EEF Communication and Language ELKLAN intervention - A structured programme designed to help pupils develop speech, language and communication skills. Interventions may include vocabulary building, expressive/receptive language tasks, and strategies to support understanding and communication in daily life. Evaluation Reports Elklan Training Ltd	4

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing a wide variety of additional curricular opportunities, - outdoor learning, theatre visits to improve cultural capital for all of our young people	<p>“The accumulation of cultural capital – the acquisition of knowledge – is the key to social mobility” – Michael Gove</p> <p>https://www.educationcorner.com/cultural-capital-in-education/</p>	5

Total budgeted cost: £ 35,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Woodlands has seen a reduction in pupils classed as NEET compared to previous years, as a result of the therapeutic support and cultural capital work that has take place across the school.

At the time of writing this report, out of the 7 pupils who completed year 11 in the last academic year, only one is not in education, employment or training.

1 pupil has accessed post 16 provision at level 3

2 pupils have accessed post 16 provision at level 2

1 pupil has accessed an apprenticeship with a national business

2 have accessed Preparation for Adulthood placements appropriate to their needs with a local post 16 provider.

Pupils at key stage 4 are able to access activities that support the development of their cultural capital and as a consequence feel more confident accessing the curriculum.

The Covid-19 pandemic continues to affect the mental health and wellbeing of our disadvantaged pupils, alongside the cost of living crisis they are experiencing in their home lives. We have been able to, through the use of our PP funding, increase the mental health support through our therapeutic approaches, including training our own therapists and Emotional Literacy Support Assistants. This has given pupils the opportunity to access support directly from school. As a result in a recent pupil voice survey, all children felt they had the support from an adult if they needed it.

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

Service pupil premium funding (optional)

*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***

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.