

Pupil premium strategy statement Woodlands School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 |
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| School name | Woodlands School |
| Number of pupils in school | 134 |
| Proportion (%) of pupil premium eligible pupils | 17% |
| Academic year/years that our current pupil premium strategy plan covers | 2024/2025 to 2026/2027 Current year 2025-2026 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Sarah Smith & Rosie Clark Headteachers |
| Pupil premium lead | Lorna Banfield |
| Governor / Trustee lead | Nicole Birrell |

Funding overview

| Detail | Expected Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £26585 |
| National Tutoring Programme funding allocation this academic year included | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £5371 |
| Total budget for this academic year | £31956 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us continue to achieve and sustain positive outcomes for all of our disadvantaged pupils. When looking at our performance data we see that there is no in school variance between Pupil Premium pupils and their peers. Pupil premium eligible pupils are consistently achieving extremely well at Woodlands. We recognise that socio-economic disadvantage is not always the primary challenge our pupils face at Woodlands.

There are four key areas that impact on the progress and attainment of pupils at Woodlands and those in the receipt of Pupil Premium. These are addressed through a whole school approach to learning and underpin our curriculum offer;

- Communication and Self-Advocacy
- Social, Emotional, Mental health and Well-being
- Independence and Life Skills
- Sensory and Physical needs

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it is aimed to benefit all pupils at Woodlands where funding is spent on whole-school approaches, including ensuring high-quality teaching through training and sharing expertise, and the purchase of appropriate and highly motivating resources to support learning. Implicit in the intended outcomes detailed below, is the intention that outcomes for nondisadvantaged pupils will be improved alongside progress for their disadvantaged peers. Our strategy is designed to support any pupil that may fall behind their peers.

We will provide disadvantaged pupils with support to develop independent life and social skills, and continue to ensure sensory emotional and well-being needs are met.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments and analysis of cohorts and individuals. This will help us to ensure that we offer all pupils the relevant skills, attitudes and experience they require to be prepared for adulthood.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | As a special school, all pupils at Woodlands have barriers to learning related to their needs and specific learning difficulties. |
| 2 | The nature of the barriers to learning are very specific to individuals. Pupil needs are carefully considered to specify the individual approaches and strategies that will be required to overcome barriers to learning for each pupil and to ensure good progress is made. |
| 3 | Our assessments, observations and discussions show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs, including non-verbal, limited language and social interaction difficulties. Many pupils require support and scaffolds for regulation so that they are able to learn to the best of their ability. |
| 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 data analysis, observations and conversations with families indicate that disadvantaged pupils often require additional support to improve attendance. |
| 6 | Our assessments, observations and discussions with pupils and families demonstrate that disadvantaged pupils often require additional support to improve well-being and the wider aspects of their development. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in July 2027**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|--|
| For parents to be supported and feel able to take on an active role in their child's education, attending school events and meetings. For school to ensure positive and effective relationships and communication with parents, and support parents where needed with accessing other agencies and improving attendance | <ul style="list-style-type: none"> • Parents know who the Parent Support Worker (PSW) is and understand their role in supporting families and children. • Parents feel knowledgeable and supported to attend meetings and events in school time so that they feel part of the school community and make contributions to support their child's progress. • Parents feel supported to be able to support their child at home. • Parent support worker works closely with parents to complete paperwork and support with accessing services. |
| | <ul style="list-style-type: none"> □ Parent support worker attends all Parents Evenings and mans an information/advice stand. |

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| | <ul style="list-style-type: none"> ☐ Parents receive support from school to improve their child's attendance – regular monitoring of attendance and specific interventions implemented that support improved attendance ☐ Parent support worker attends inductions for new pupils and makes home visits. ☐ Parents are supported with any communication difficulties |
| <p>To provide opportunities to access out of school learning opportunities and events, including residential trips and/or therapy to support and develop pupil well-being, enjoyment and engagement.</p> | <ul style="list-style-type: none"> ☐ Pupil's learning is enriched by attending out of school visits and events. ☐ Pupils access Therapy, increased enjoyment, engagement and well-being |
| <p>To continue to hold high expectations of pupil achievement and teacher performance, working on EHCP targets and curriculum targets to further pupil development. To continue to monitor individual and cohort pupil achievement, intervening promptly where any pupil may fall behind their peers. To identify those that are at risk of falling behind and creating action plans to address barriers.</p> | <ul style="list-style-type: none"> ☐ All pupils continue to make the same rate of progress as their peers and at least good progress towards their EHCP annual targets. ☐ Action plans created and points identified for any pupils not making expected progress within 2 terms of their annual target, and action points addressed. ☐ Percentage of EHCP, and English and Maths targets achieved monitored through Annual Review process, and Annual Assessment analysis. ☐ Action plans created for all pupils who are on track for under achieving in English and Maths and barriers/action points addressed. ☐ Targeted small group or 1:1 interventions close the gap in performance where/if required ☐ Relevant CPD provided and attended, ensuring consistency in using research based programmes and strategies that support and enable all pupils to continue to make the very best progress. |
| <p>To implement strategies following training, Specialist Teacher support from Surrey Services, including observations and advice on strategies to support pupils with</p> | <ul style="list-style-type: none"> ☐ All pupils have identified approaches, strategies and Positive behaviour plans to support learning in class and are making good progress. |
| <p>behaviour and increasing engagement in their learning.</p> | <ul style="list-style-type: none"> ☐ Pupils are engaged in their learning throughout the school day and making at least good progress towards their targets. |

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| To provide specialist equipment and resources as required to support learning across the curriculum and the implementation of specific strategies/programmes. | <ul style="list-style-type: none"> □ Pupils are engaged in their learning throughout the school day and making at least good progress towards their targets. □ According to evidence based research Teachers implement up to date strategies/programmes adapted for Woodlands pupils |
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Activity in this academic year

This details how we intended 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: **£5956**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Staff encouraged to improve and share expertise through a non-judging and supportive ethos</p> <p>Continued training and development to enable staff to best support pupils' regulation and access needs. (TLR Access role)</p> <p>Training for staff in Attention Autism/ Intensive Interaction – increased staffing to cover training needs</p> | <p>The EEF have reported that Metacognition and self-regulation development has a very high impact for a very low cost, based on extensive research.</p> <p>Regulation strategies to support pupils' ability to self-regulate. Intensive Interaction supports the development of metacognition, where pupils with Autism are 'learning to learn'.</p> | 1, 2, 3 |
| <p>Updated and new staff Phonics training for consistency across the school</p> <p>New Teacher Comprehensive Literacy and Little Wandle training. (£1000)</p> <p>Ongoing informal phonics training & subscription (£300 – subscription)</p> <p>Time for teachers to observe and develop practice to reduce within school variation (5 days)</p> | <p>The EEF have found that Phonics approaches have a high impact for a very low cost, based on very extensive evidence</p> <p>According to our pupil assessment data we know that since the implementation of the Comprehensive Literacy Programme pupils have generally made above expected progress in English. Pupils across the school already showing progress in Little Wandle Phonics programme.</p> | 1, 2, 6 |

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

Budgeted cost: **£3000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Targeted support and intervention for any pupils who have not made expected progress towards their EHCP, English or Maths targets. Reading scheme resources</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>1, 2, 6</p> |
| <p>Metacognition and self-regulation intervention support. Continue to enhance the sensory regulation programmes and equipment available for PP pupils with enhanced sensory needs, including autism</p> | <p>We have observed that sensory equipment, resources and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs. It helps to improve overall engagement in learning tasks and increases achievement. The EEF have reported that Metacognition and self-regulation development has a very high impact for a very low cost, based on extensive research.</p> | <p>1, 2, 3, 6</p> |

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| <p>Development of specialised alternative access resources/methods for pupils to achieve to the best of their ability.</p> | <p>The EEF report that Communication and language approaches have very high impact for very low cost, based on moderate evidence. We expect all of our pupils at Woodlands to develop a voice & to be able to independently communicate their understanding of the curriculum to the best of their ability. This is one of our main priorities and will support pupils in life beyond Woodlands.</p> <p>https://educationendowmentfoundation.org.uk/earlyyears/toolkit/communication-and-languageapproaches</p> | |
|--|---|--|

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

Budgeted cost: **£23000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Parent support worker to develop relationships and work closely with families and teachers to support with any transport and attendance concerns. Good communication developed.</p> <p>Issues addressed quickly to improve attendance through data admin role</p> <p>Parent support worker partly funded</p> <p>Transport funded where necessary</p> | <p>The schools, students and teachers network (ssat) recommends that working together in partnership between school and home is effective in improving and addressing poor attendance.</p> <p>https://www.ssatuk.co.uk/blog/workingtogether-to-improve-attendance/</p> <p>EEF provide evidence in support of parental involvement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | <p>1, 2, 5, 6</p> |
| <p>Visits and advice from a behaviour specialist to improve overall behaviour of pupils.</p> | <p>We know that behaviour interventions seek to improve attainment by reducing challenging behaviour in school</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> | <p>3</p> |

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| Purchase of one day per week of Music Therapy | Through observations and case studies we have found Music Therapy effective in meeting pupils' communication, and social emotional needs. National Autistic Society have case studies on the impact https://www.autism.org.uk/advice-andguidance/professional-practice/music-therapy | 1, 2, 3 |
| Educational off site and visits partly funded for disadvantaged pupils (Gym & Cycling) | Some of our pupils would not be able attend offsite learning opportunities without funding in place. Inclusive practice is vital. | 3, 4 |

Total budgeted cost: £31956

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

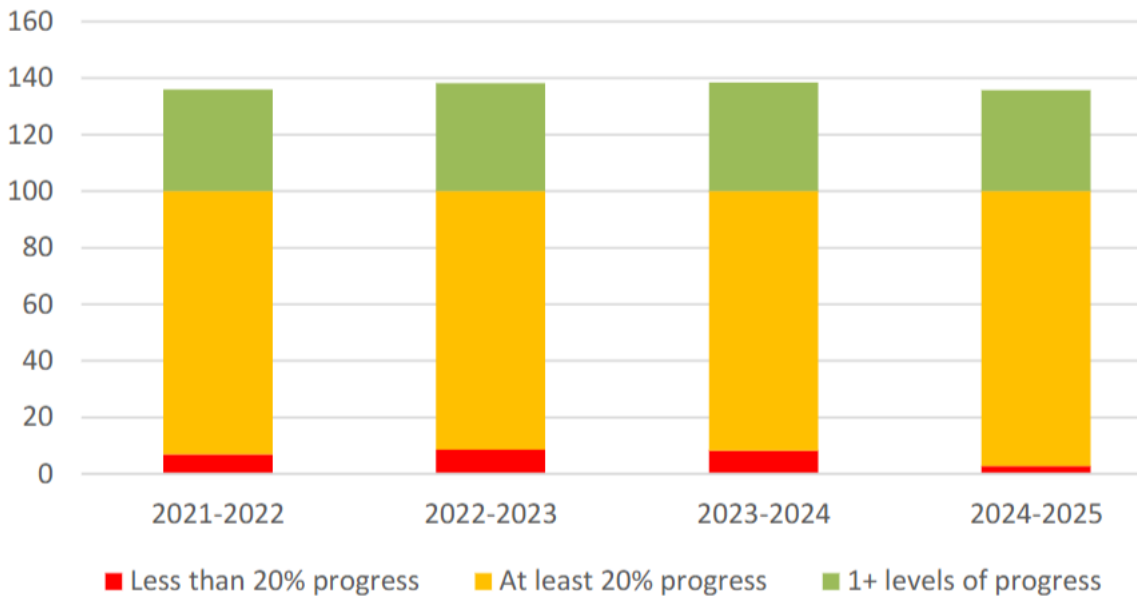
This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Core data for 2024 - 2025 shows that one of the 21 pupils in receipt of pupil premium performed slightly lower than the whole school cohort in English and maths. There was a greater percentage of pupils in receipt of pupil premium who achieved at least one or more level of progress in both subject areas. The Pupil Premium list and cohort has changed slightly during 2024-2025 and sadly one pupil died. Pupil premium funding was used towards whole school English (Phonics) and Maths initiatives and programmes and training of these, as well as to develop understanding and skills of supporting pupils' regulation and well-being through Therapy and Enrichment opportunities.

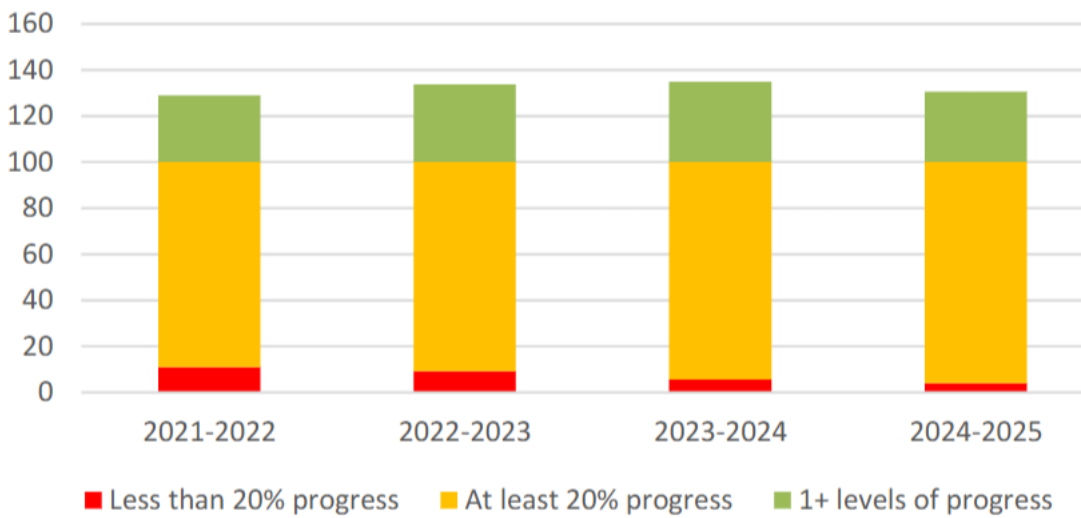
EHCP Outcome scores data for 2024 - 2025 showed that 21.4% of the 21 pupils in receipt of pupil premium achieved more than expected outcomes. This is slightly higher than the whole school cohort and than the previous year data. 100% achieved at least expected outcomes which higher than the whole school and last year's level. There has been a targeted drive for improvement in the consistency of implementation in English and Maths strategies and programmes across the school during the last 3 year strategy.

Our internal assessments during 2024-2025 indicated that disadvantaged pupils' outcomes were in line with expectations across the school. The 3 year strategy is proving effective with our vision that all pupils at Woodlands School regardless of background or ethnicity or pupil premium eligibility will be expected to achieve the very best that they can. We will continue to hold the very high levels of English implementation within our 3 year strategy and break down the barriers our pupils face to access the curriculum in whatever way needed for the individual pupils. The Comprehensive Literacy & the Phonics programme and resources have proven effective.

English Whole School - yearly comparison



Maths Whole School - yearly comparison



Externally provided programmes

| Programme | Provider |
|---------------|-----------|
| Music Therapy | IMM Music |

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| Little Wandle Phonics Programme | Little Wandle – Letters and Sounds revised |
| Behaviour Intervention | Outreach SCC (Natasha Egan) |
| Comprehensive Literacy training | Jane Farrall Consultancy |