

# Pupil premium strategy statement – Woodlands Meed

This statement details our school's use of pupil 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   | 295           |
| Proportion (%) of pupil premium eligible pupils  | 28%           |
| Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b> | 2025-26       |
| Date this statement was published  | December 2025 |
| Date on which it will be reviewed  | December 2026 |
| Statement authorised by  | Adam Rowland  |
| Pupil premium lead   | Tom Brown     |
| Governor / Trustee lead  | T&L Committee |

## Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year  | £101852 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>  | £0      |
| <b>Total budget for this academic year</b><br><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> | £101852 |

# Part A: Pupil premium strategy plan

## Statement of intent

*Our long-term objective is to build a systematic and progressive structure of provision which will 'eliminate' the gap' so that the attainment of pupils in receipt of the PPG is in line with their peers. This will focus particularly on:*

- *Academic achievement and the skills progression involved in attaining that.*
- *Progression to further education*
- *Employability*
- *PRACTICE skills, social opportunities and independent living.*
- *At the forefront of our approach is high quality teaching targeting needs with a systematic diagnostic assessment of needs to enable all pupils to access abroad and balanced curriculum.*
- Our strategy is driven by the needs, abilities and strengths of individual pupils. We address concerns through assessing, analysing data and developing individual interventions to address difficulties. Our aim is to develop the skills needed for successful learning and preparation for the next stage of learning and adulthood.

## 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 staff and pupils show that some of our pupils have barriers to learning and need intervention support and provision to help bridge the gaps in their learning to achieve identified targets.  |
| 2                | Our assessments observations and discussions with staff and pupils show that some pupils need support and identified interventions to enable them to access the curriculum on offer at Woodlands Mead. Focusing on communication, sensory input, medical, physical and wellbeing needs. |
| 3                | Our assessments observations and discussions with staff and pupils show that some pupils need input to prepare them for the next stage of learning and life beyond Woodlands Mead.  |
| 4                | Our assessments observations and discussions with staff and pupils show that some pupils need input to re- engage with learning and integrate them back into school life. Often these pupils have suffered trauma or a change to their life or routine.                                 |

## 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   |
|---|--|
| To improve the progress and attainment in Reading and Number where our gap analysis has shown that learning needs to be accelerated   | Most pupils will achieve their individual targets and will make expected or better than expected progress following specific intervention programme input.   |
| To improve the ability to access learning through enhancing fine and gross motor skills, enhancing motor planning and improving thinking and processing skills  | Most pupils will achieve their individual intervention targets and be able to transfer these skills to everyday learning in the classroom. This will be evidenced by meeting most targets in their learning programmes.    |
| To improve Sensory processing using child specific equipment to improve accessibility to learning   | Targeted pupils will participate in individualised sensory diets which will enable them to self-regulate and access learning more effectively.   |
| To improve co-ordination and core stability and control so that access to sitting and learning is more successful.  | Most pupils will improve their ability to sit and attend having had physical input relevant to their specific needs.   |
| To promote health and fitness and readiness to work through awakening activities  | Most pupils will be able to access successful class participation through practicing specific alerting and awakening activities in preparation for learning.   |
| To improve Speech and language skills in social situations allowing greater access to communication and learning in the classroom. To improve attention and listening skills and the ability to attend for increasing periods of time | Targeted pupils will follow a specific programme to develop their receptive and expressive language, their social communication and social interaction skills so that they improve their ability in classroom learning.    |
| To experience a healthy range of emotions, through all the challenges of social interaction, to build resilience that will enable continued and creative engagement with their peers.   | All pupils will have the opportunity to experience Forest school on a weekly basis for at least a term per year.   |
| To promote good mental health and wellbeing   | Targeted pupils will show greater resilience and ability to manage in a social environment which includes change and unexpected events.  |
| Disadvantaged pupils are prepared for the next stage of learning focusing on the knowledge and skills identified to support their pathway to adulthood.   | KPI data shows that disadvantaged groups are progressing in line with other students at Woodlands Mead.<br>Careers data demonstrates that students are leaving Woodlands Mead to progress to their preferred destinations. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [0]

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| CPD. Intervention team staff, our wellbeing team and the "Therapies In Schools" team will deliver regular staff training to ensure that our school community are up to date with latest research and strategies and are able to implement this in their daily classroom activities.  | <p>Specialist interventions have dedicated time during staff training to train support staff to deliver sessions in class. This ensures that we are able to support identified students, increases continuity whilst reducing their time out of class.</p> <p>The training also offers ongoing support for our staff and our SLT can review the process to make sure targets are being met.</p>   | 1,2,3,4                       |
| Continuation of 'The Song of Sounds' Phonics scheme, Phonics team established who provide CPD, guidance and support to our teachers to ensure our staff have the subject knowledge and approaches to deliver quality consistent systematic synthetic phonics. 'Song of Sounds' phonics resources purchased to enable staff to deliver consistent phonics teaching across the primary key stages. | <p>Specialist phonics leads have dedicated time during staff training to guide and support class teams to deliver the schools phonics scheme ensuring fidelity across the classes.</p> <p>The training also enables the approach to be sustained, as regular follow up sessions are planned for, and our SLT can review the process to make sure pupils progress targets in early reading and phonics is at the expected or better than expected level.</p> | 1,2,3                         |

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

Budgeted cost: £ [85,670]

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Continuation of additional hours for a school-based reading/ phonics TA        | Daily reading groups for identified pupils to enhance progress in reading, to show expected or better than expected progress, tracked through learning ladders and college tracking.   | 1,3                           |
| Additional hours for the Jump Ahead lead to develop and deliver the programme  | <p>Sessions run in small groups with identified pupils, led by specialist intervention staff, to enhance fine and gross motor skills. These students have targets which outcomes are assessed against.</p> <p>Impact reports written by staff and shared with PP leads and Governors at Learning and Wellbeing Committee, as well as parents.</p>                            | 1,2                           |
| Continuation of water exercise sessions delivered by a trained member of staff | <p>Targets are planned with the school physio after assessment and delivered by the Intervention team. Targets focus on improving co-ordination, core stability and physical health and fitness.</p> <p>The target outcomes are assessed, and impact reports are written and shared with PP leads and Governors at Learning and Wellbeing committee, as well as parents.</p> | 2,3                           |
| Additional hours for the Physio lead to develop and deliver exercise sessions  | <p>Targets are planned with the school physio after assessment and delivered by the Intervention team. Targets focus on improving mobility, reduce discomfort and prepare pupils for learning.</p> <p>The target outcomes are assessed, and impact reports are written and shared with PP leads and Governors at Learning and Wellbeing committee, as well as parents.</p>   | 2,3                           |
| Sensory Integration diets and equipment  | <p>Children are assessed and individual sensory diets and programmes are delivered by the Intervention team, to improve self-regulation and awareness in readiness to learn.</p> <p>The target outcomes are assessed and impact reports are written and shared with PP leads and Governors at Learning and Wellbeing committee, as well as parents.</p>                      | 2,3                           |
| Additional hours for Speech and Language Social skills/                        | Identified pupils are assessed and baselined. Programmes are planned with specific targets and delivered by the intervention team.   | 1,2,3                         |

|   |   |         |
|---|---|---------|
| communication group (Talkabout programme)                         | The target outcomes are assessed and impact reports are written and shared with PP leads and Governors at Learning and Wellbeing committee, as well as parents.   |         |
| Continuation of Forest school TA.                                 | Specialist forest school leader delivers timetabled sessions including enrichment sessions, ensuring she works on targets focused on developing; self-esteem, building confidence, managing social situations and promoting and supporting communication skills.  | 1,2,3,4 |
| Continuation of Rebound Therapy using additional hours to fund TA | <p>Specialist trained rebound leader, delivers timetabled interventions to specific students, targeting core strength, mobility and Speech communication skills.</p> <p>Specialist trained rebound leader has dedicated time during staff training to train support other trained staff to deliver sessions in PE lessons. This ensures that we are able to support a wider range of identified students, increases continuity whilst reducing their time out of class.</p> | 1,2,3,4 |

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

Budgeted cost: £ [16,182]

| <b>Activity</b>                                     | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| Resources and equipment                             | Pupils need identified resources and equipment to help them engage in school life to overcome barriers to their academic and social developments.   | 1,2,4                                |
| Well being pupil support –Attendance and engagement | Evidence showed a strong correlation between low attendance/ engagement and below target academic achievement. Wellbeing will work directly with identified students to increase attendance and engagement. | 1,2,3,4                              |

|  |  |         |
|--|--|---------|
| Resources to support parent and pupil wellbeing interventions  | Providing coffee mornings and social activities to bring parents together as a community raising self-worth and reducing anxiety.  | 1,2,3,4 |
| PP funding for access to school outings and residential trips. | Where parents struggle to fund outings and out of school activities this allows equal access for all.<br><br>Funding will also be used to support pupils attend residential to help raise self-esteem, Independence and prepare pupils for the next stage of learning. | 1,2,3,4 |
| External 1:1 Play Therapy                                      | External therapist, provides one day a week, of play therapy to identified students, following a planned programme.<br><br>Impact statements are written by the external therapist and shared with SLT and wellbeing team.   | 2,3,4   |

**Total budgeted cost: £ [101,852]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Staff at Woodlands Meed keep detailed records of the pupils' learning using whole school systems, including teacher and formative assessments. This ensures continuity throughout the school and college, allowing smooth transitions between Key Stages. Our academic and social tracking enables staff to monitor trends and set accurate targets to ensure the pupils are making good and expected progress. The progress is reported in the end of the year report.

Meetings are held regularly throughout the year to encourage pupils, parents and multi-agency groups to discuss both academic and social targets and work is shared via Seesaw to allow the pupil and parents the opportunity to celebrate and review.

Students work towards a range of qualifications outlined in the curriculum offer.

Pupil premium students at Woodlands Meed were slightly below our organisational KPI target. However, this was in line with their non-pupil premium peers.

### Externally provided programmes

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

| Programme      | Provider                                  |
|----------------|---|
| Play Therapist | James Tolerton, registered Play therapist |

## Further information (optional)

Intervention staff continued to be used as cover when staff absences are high. This ensured that all our students (who are classified as disadvantaged as we are an SEN school) continued to access the school's provision.