# Woodlands School – Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 |
|---|---|
| School name | Woodlands School |
| Number of pupils in school | 1537 |
| Proportion (%) of pupil premium eligible pupils | 39.3% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/22 2022/23 2023/24 |
| Date this statement was published | 01.11.21 |
| Date on which it will be reviewed | 01.11.22 |
| Statement authorised by | David Wright |
| Pupil premium lead | Ethan Roberts |
| Governor / Trustee lead | John Perreira |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £558,000 |
| Recovery premium funding allocation this academic year | £86,638 |
| 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 | £644,638 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Woodlands, we are a local school for local families and are proud to represent our local community. Currently, Basildon is the 53rd most deprived area in the UK and our school is a representation of the community, with a high percentage of our pupils identified as Disadvantaged.

As of 2021-22, 39.3% of our pupils are identified as Disadvantaged, and as a school we are aware that many more of our families not classified as Disadvantaged are still struggling, particularly in the economic climate caused by the COVID-19 pandemic. As such, we recognise that the strategy we have in place for our Disadvantaged pupils extends well beyond this specific group but in fact encompasses our entire school population, and we are committed to providing support to any pupil who needs it, regardless of their Disadvantaged status.

As of 2020-21, an average attainment score of 39.55 puts our school above the average of 38.9 for those schools with 36-40% Disadvantaged pupils.
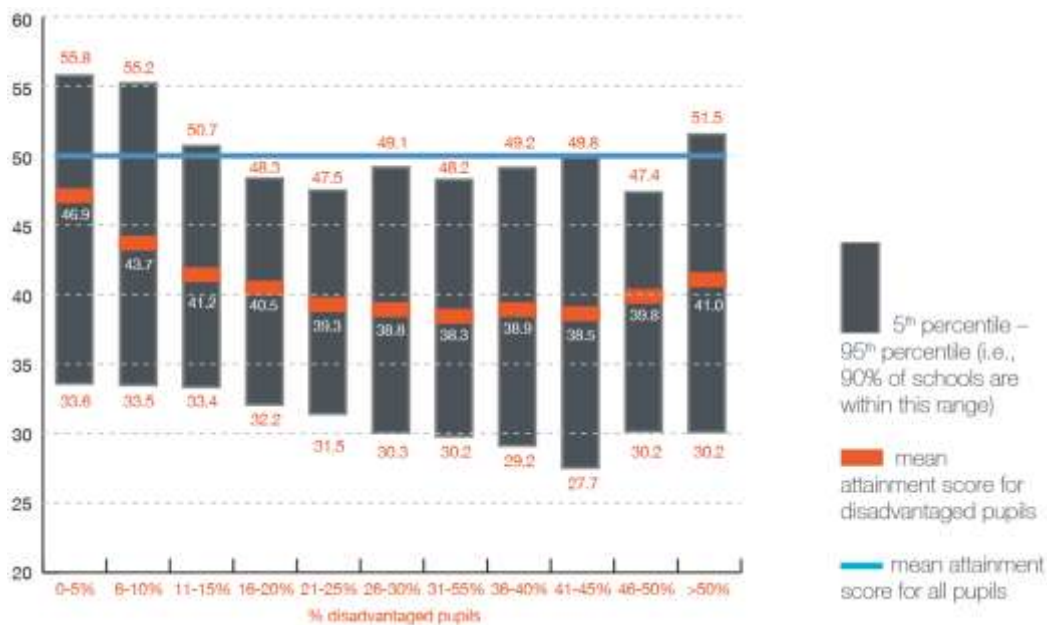


At Woodlands School, we recognise that our school has a local context with local needs and barriers to learning.

Basildon Council's Local Plan Vision (2018) states that, 'by 2034, we want to **accelerate Basildon Borough's ambition**. We want a **more prosperous economy providing employment** for all our residents, including **higher value jobs**. We need more housing and a better range of housing. We want to protect and enhance our natural environment and biodiversity, including open space. The Borough will **feel safe** and residents will benefit from **high standards of health and well-being**. We want an **improved cultural

**offer**, more vibrant town centres and **higher educational attainment and aspirations**. We also want **more resilient communities**, reflecting the **diversity** within the Borough.'

In particular, its objectives for education are:

- 'To work with our partners through South Essex 2050 to **support the educational and skill improvement** of local people to ensure they can benefit more inclusively from growth, whilst helping them **realise their potential**;
- To create an education system that caters for a range of levels of education to **better support those with no qualifications** as well as those reaching **a high level of education**;
- To **attract qualified and motivated teachers** that are **flexible to meet the needs of learners**;
- To provide infrastructure to support **learning at all levels**, and in areas of the Borough that require it most;
- To deliver **learning that meets the needs of local businesses**, to grow key sectors and increase productivity, especially through **apprenticeships**;
- To **raise the levels of educational attainment and aspiration**; and
- To enable people with a **higher level of education** to secure **well paid jobs**, but not forgetting **vocational training** for **trade** and **public service** jobs.'

This local context, in part, informs the curriculum intent for our pupils. However our overarching principle is that we will deliver a curriculum that is **ambitious for all**, adhering to our core values of <u>**AROE**</u>: <u>**aspiration**</u>, <u>**resilience**</u>, <u>**opportunity**</u> <u>and **excellence**</u>.

At Woodlands School, every pupil will have the foundations laid for **a lifelong love of learning**, through **a fully inclusive** and **appropriately challenging curriculum**, taught by **outstanding** and highly qualified **teachers**. Pupils will have all **barriers to learning removed**, ensuring a **safe and stimulating learning environment** where all make **outstanding progress**, allowing them the **opportunity** to be **excellent**.

By the end of their time with us, we have the following expectations for our pupils:

**Be aspirational:**

- All Woodlands pupils will be well-informed and prepared to take the next steps in their education, employment or training. Pupils will be encouraged to strive towards **Russell Group universities**, **higher apprenticeships** and **high-level employment**, both in London and further afield. **(A1)**
- All Woodlands pupils will gain the **cultural capital** to ensure they are well-rounded, well-informed individuals who have been provided with the same cultural opportunities as their peers from a wide range of educational backgrounds. **(A2)**
- All Woodlands pupils, especially those with Special Educational Need or Disabilities, will be equipped with the **vital life skills** required to flourish and be excellent in adult life. **(A3)**

**Be resilient:**

- All Woodlands pupils will be **emotionally and physically healthy**, equipped to keep themselves safe in the modern, digital world. **(R1)**
- All Woodlands pupils will possess the depth of character and **resilience** to cope with set-backs and rise to challenges, whatever life throws at them. **(R2)**

**Take opportunities:**

- All Woodlands pupils will be **highly literate and numerate**, fully confident in applying these core skills to new contexts. **(O1)**
- All Woodlands pupils will be **excellent orators**, furnished with the impressive communications skills so sought after by high-level employers. **(O2)**
- All Woodlands pupils will have taken opportunities to fully immerse themselves in the wider life of the school, engaging in a range of enriching activities that both help **foster positive relationships** and take pupils **out of their comfort zone**. **(O3)**

**Be excellent:**

- All Woodlands pupils will be **successful in a wide range of subjects**, with a **strong academic core**, that supports their academic, creative, technical or vocational ambitions. **(E1)**
- All Woodlands pupils will become **experts in their subjects**, and possess the **metacognitive skills** to continually improve their knowledge and skills. **(E2)**
- All Woodlands pupils will have a **lifelong love of learning**, will **read widely** and appreciate the value of education. **(E3)**

What's more, we recognise that our Disadvantaged pupils are all individuals who have a variety of aspirations and goals, face a variety of different barriers to their learning and, as such, require bespoke and individualised support. We take advice from organisations such as the Sutton Trust's EEF toolkit on the most effective ways to support Disadvantaged pupils but appreciate that the strategies suggested are not, 'one-size-fits-all,' and we need to provide bespoke support to each of our Disadvantaged pupils.

# Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. (In brackets, we have provided how each of these challenges relates to the strategic objectives outlined within our School Development Plan).

| Challenge number | Detail of challenge |
| --- | --- |
| 1 | Broaden the aspirations of our Disadvantaged pupils by offering an improved cultural offer (A and F). |
| 2 | Improve the progress of Disadvantaged pupils (particularly boys and pupils with SEND) and particularly in Bucket 2 subjects (B and G). |
| 3 | Improve the attendance of our Disadvantaged pupils so it is in line with the national average (C). |

| 4 | Ensure our Disadvantaged pupils are more resilient and less reliant on pastoral support (D and I). |
|---|---|
| 5 | Develop our Disadvantaged pupils into more independent learners, particularly improving engagement with home learning (E). |

## 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 |
|---|---|
| Broaden the aspirations of our Disadvantaged pupils by offering an improved cultural offer (A and F). | <ul><li>Disadvantaged NEET figure at 0%.</li><li>Increase in the number of Disadvantaged pupils applying to university.</li><li>Increase in the number of Disadvantaged pupils applying to Sixth Form.</li><li>Increase in the number of Disadvantaged pupils applying to higher level apprenticeships.</li><li>Increase in the number of Disadvantaged pupils attending work experience placements in professional occupations.</li></ul> |
| Improve the progress of Disadvantaged pupils (particularly boys, High Prior Attainers and pupils with SEND) and particularly in Bucket 2 subjects (B and G). | <ul><li>Disadvantaged progress score of 0.</li><li>SEND Disadvantaged progress score of 0.</li><li>Boys Disadvantaged progress score of 0.</li><li>HPA Disadvantaged progress score of 0.</li><li>Combined Science, Chemistry, Physics and Biology Disadvantaged progress score of 0.</li><li>French, German and Spanish Disadvantaged progress score of -0.15.</li><li>History and Geography Disadvantaged progress score of -0.15.</li></ul> |

| | |
|---|---|
| Improve the attendance of our Disadvantaged pupils so it is in line with the national average (C). | <ul><li>Year 1 Disadvantaged attendance: 91.5%.</li><li>Year 2 Disadvantaged attendance: 92%.</li><li>Year 3 Disadvantaged attendance: 92.5%.</li></ul> |
| Ensure our Disadvantaged pupils are more resilient and less reliant on pastoral support (D and I). | <ul><li>Reduction in the number of call-outs for Disadvantaged pupils.</li><li>Increase in the number of Disadvantaged pupils successfully completing the Resilience programme.</li><li>The average Attitude to Learning score of Disadvantaged pupils to be in line with non-Disadvantaged pupils.</li></ul> |
| Develop our Disadvantaged pupils into more independent learners, particularly improving engagement with home learning (E). | <ul><li>Engagement with home learning to be at the same percentage for Disadvantaged pupils as non-Disadvantaged.</li><li>Engagement with home learning for all pupils: 95%.</li></ul> |

# 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: £260,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Delivery and development of the Tassomai home learning programme | 'Our research data shows that students of all abilities improve in their academic performance as they use Tassomai - and the more they use it, the more they improve.<br><br>But the effect is even stronger for learners with lower initial attainment - which is why schools use Tassomai not only to underwrite outcomes but also to close their attainment gap.'<br><br>https://www.tassomai.com/our-impact | 2, 5 |
| SLT Technician employed to improve pupil and parental engagement with the Tassomai home learning programme | 'Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools…<br><br>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.<br><br>It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).'<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework | 5 |
| Alternative education provided to those pupils who cannot access mainstream education | 'AP providers considered that referrals worked best where full information about the circumstances of the referral were disclosed upfront; where they were able to get comprehensive information on the pupil's background and prior attainment; where any SEND were already identified, or identified early in the transition; where there was a gradual or phased introduction to the AP setting; and where the pupil's | 2 |

| | parents/ carers and mainstream school remained closely involved.'<br><br>Investigative Research Into Alternative Provision - Department for Education | |
|---|---|---|
| Overseeing of PPG initiatives by the Senior Leadership Team (leading Supporting Success evenings; delivery of CPD on PPG; developing strategy for improving PPG progress with Heads of Faculty and the Raising Standards team etc.) | 'Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context.'<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning<br><br>'The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. However, the size of impact varies, so it is important to get the detail right.'<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches<br><br>'There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.<br><br>Many studies of feedback also include other practices. For example, mastery learning approaches combine feedback with additional support for pupils that are falling behind, while approaches like formative assessment also include work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress.'<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback | 2 |
| Provision of revision resources as part of the Supporting | 'Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. | 2, 5 |

| Success Evenings | Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task…<br><br>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.<br><br>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.'<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | |
|---|---|---|
| Laptops loaned to all pupils without access to their own IT at home | 'Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.<br><br>Technology can be engaging and motivating for pupils. However, the relationship between technology, motivation, and achievement is complex. Monitoring how technology is being used, including by checking that all learners have the skills they need to use it effectively, is likely to reduce the risk that technology becomes a tool that widens the gap between successful learners and their peers. | 2, 5 |
| Broadband provided to all pupils without internet access | Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills.<br><br>Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.'<br><br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital | 2, 5 |

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

Budgeted cost: £49,770

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Additional Period 6 lessons delivered by teachers across all subjects provided to pupils making low progress. | 'Small group tuition has an average impact of four months' additional progress over the course of a year.<br><br>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.<br><br>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.'<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 2 |
| MyTutor one-to-one online tutoring for Y11 pupils in History, Geography, French, German, Spanish, Triple Science and Combined Science | 'On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.'<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 2 |
| Lexonik literacy intervention | 'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.<br><br>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.'<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 2, 5 |
| Provision mapping software to | 'On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for | 2, 5 |

| | | |
|---|---|---|
| ensure all interventions provided to PPG and SEND pupils are accurately recorded | pupils that are identified as having low prior attainment or are struggling in particular areas.' <br><br> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | |
| SNAP assessments for SpLD (Specific Learning Difficulties) | | 2, 5 |
| Assessment for cognitive abilities (CAT4), progress tests, reading tests, spelling tests and Pupil Attitudes to Self and School (PASS) tests | | 2, 5 |
| Progress Mentor Morning Intervention support | | 2, 5 |
| GCSEPod access | 'On average, students who used GCSEPod the most received 3 grades higher across their subjects than predicted.' <br><br> https://www.gcsepod.com/wp-content/uploads/2019/10/The-impact-of-GCSEPod-compressed.pdf | 2 |
| Linguascope access | 'Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. | 2 |
| Active Learn online access | Technology can be engaging and motivating for pupils. However, the relationship between technology, motivation, and achievement is complex. Monitoring how technology is being used, including by checking | 2 |

that all learners have the skills they need to use it effectively, is likely to reduce the risk that technology becomes a tool that widens the gap between successful learners and their peers.

Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills.

Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.'

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital

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

Budgeted cost: £334,368

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Safeguarding support provided by the Safeguarding Team | 'Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.' <br><br> The Impact of Pupil Behaviour and Wellbeing on Educational Outcome - Department for Education | 3, 4 |
| Pastoral support provided by Heads of Year | 'Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.' <br><br> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | 3, 4 |

| | | |
|---|---|---|
| Attendance intervention initiatives provided by the Attendance Team | '1. Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families. | 3 |
| Travel to school provided to pupils who require it | 2. Make sure staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe.<br><br>3. Expect good attendance and punctuality from all members of the school community and make sure that pupils understand its importance.<br><br>4. Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance.<br><br>5. Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance.<br><br>6. Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan.<br><br>7. Make sure staff receive professional development and support to deploy attendance systems effectively.<br><br>8. Governors should have an accurate view of school attendance and engage in escalation procedures where appropriate.'<br><br>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities | 3 |
| Intervention from the Resilience Coach Programme | 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. | 1, 4 |

| | The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.'<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | |
|---|---|---|
| Connexions one-to-one careers interviews with Disadvantaged Year 11 pupils | 'Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment. Given the broad range of attitudes, behaviours and beliefs surrounding aspirations in communities with higher rates of poverty, schools should avoid generalisations.<br><br>Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.'<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions | 1 |
| SNAP assessments for Behaviour | 'Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.'<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | 4 |
| Football Beyond Borders | 'On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.'<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring | 1, 3, 4 |

| | | |
|---|---|---|
| Uniform provided to those pupils that need it | 'Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.<br><br>Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation.<br><br>If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.'<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform | 3 |
| "Harvest" hampers provided to families who required support with meals over school breaks | 'A 2009 study confirmed the significant benefits the campaign had on educational attainment. The research showed that healthy school meals significantly improved educational outcomes , in particular in English and Science, and led to a 15% reduction in absenteeism due to sickness.'<br><br>https://www.schoolfoodmatters.org/why-school-food-matters/why-fresh-and-healthy-school-meals | 3 |
| Additional meal support | | 3 |
| SIMS tool to identify Free School Meal (FSM) eligibility | | 3 |
| Breakfast Provision | | 3 |
| Funding support for Disadvantaged pupils to attend culturally enriching trips and extra-curricular activities (additional funding provided by external donation) | 'Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment. Given the broad range of attitudes, behaviours and beliefs surrounding aspirations in communities with higher rates of poverty, schools should avoid generalisations.<br><br>Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to | 1 |

| | | |
|---|---|---|
| Support with university, Sixth Form, college visits | communicate a belief in the academic potential of all pupils.' | 1 |
| Support with securing professional work experience placements | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions | 1 |

## Total budgeted cost: £644,638

# 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 2020 to 2021 academic year.

|  | 17/18 | 18/19 | 19/20 | 20/21 |
|---|---|---|---|---|
| Cohort Size | 101 | 110 | 113 | 112 |
| KS2 Average | 4.48 | 4.51 | 4.46 | 100.39 |
| Attainment 8 | 41.93 | 38.6 | 38.08 | 39.55 |
| 4+ English and Maths | 61.39% | 45.45% | 49.56% | 45.54% |
| Progress 8 | 0.03 | -0.25 | -0.22 | -0.27 |
| Woodlands Schools vs 2019 PPG P8 National Average (-0.45) | +0.48 | +0.2 | +0.23 | +0.18 |

| Objective | Activity | Cost | Success Criteria | Impact |
|---|---|---|---|---|
| To ensure all pupils, regardless of socioeconomic background, have access to a healthy and balanced diet, conducive to healthy development and daily learning. | Breakfast Provision | -£681.54 (cost was covered by an external agency). | Pupils who do not have access to breakfast at home receive this for free in school. | Approximately 100 pupils benefited from the school's free breakfast provision each day. |
|  | "Harvest" hampers provided to families who required support with | £485.86 | All pupils to have sufficient meals over school holidays. | Approximately 25 families benefitted from "Harvest" hampers at Easter and Christmas |

| | meals over school breaks | | | holidays, and some families also benefited from hampers in half-term holidays, as required. |
|---|---|---|---|---|
| | Additional meal support | £94.30 | Any pupil who has not eaten can be provided with a lunch meal, even if they have no immediate funds. | Additional support with meals (including one extended term of support) was provided to pupils on 4 occasions. |
| | SIMS tool to identify Free School Meal (FSM) eligibility | £700.00 | All pupils who are eligible for free school meals are identified. | 585 PPG and 399 FSM pupils were identified through use of the SIMS tool. |
| To ensure all pupils, regardless of socioeconomic background, have access to the full wealth our online educational provision. | Laptops loaned to all pupils without access to their own IT at home | £3240.15 (further laptops were provided, free of charge, through the *Every Child Online* charity) | All pupils to have their own laptop or PC to complete home learning or remote learning tasks successfully from home. | Laptops have been provided to 450 pupils to ensure they have online access at home. |
| | Broadband provided to all pupils without internet access | £2409.52 | All pupils to have broadband access in order to complete home learning or remote learning tasks successfully at home. | 53 pupils have been provided with 4G routers and monthly broadband subscription to ensure they have online access at home. |
| | GCSEPod access | £4533.54 | All pupils to have access to the wealth of online resources, across all GCSE and KS3 subjects. | 1945 revision videos were streamed by pupils in the academic year 20-21. |
| | Linguascope access | £300.00 | All pupils who study a Modern Foreign Language to | 1365 pupils benefited from access to Linguascope, |

| | | | have access to the online resources available. | both in lessons and outside of lessons (637 pupils at KS3; 292 pupils in Year 9 and 436 pupils at KS4.) |
|---|---|---|---|---|
| | Active Learn online access | £800.00 | All pupils to have access to the Science, Maths, Geography, Health and Social Care and Modern Foreign Language resources available. | All pupils benefited from access to Active Learn both in lessons and outside of lessons. |
| To ensure all pupils, regardless of socioeconomic background, are able to attend school and have the necessary resources to learn. | Uniform provided to those pupils that need it | £1072.95 | All pupils to have the required uniform necessary to attend school. | Support with uniform was provided to families on 38 occasions. |
| | Catering supplies provided to pupils that needed them | £2940.01 | All pupils who study Catering at KS3 or GCSE to have access to the supplies needed to partake in practicals. | Support with catering supplies were provided to groups of pupils on 54 occasions. |
| | Travel to school provided to pupils who require it | £855.16 | All pupils to have a reliable method of transport to school. | Support with travel was provided to families on 13 occasions. |
| | Calculators provided to pupils that could not purchase one | £293.22 | All pupils to have access to their own calculator to use at home and in school. | 54 calculators were purchased for pupils who required them. |
| | Art and Photography materials provided to those that need it | £224.62 | All pupils who study Art or Photography at KS3 or GCSE to have access the materials required to complete home learning. | Materials provided to pupils who required them. |

| | History textbooks provided to pupils who required them | £13.87 | All pupils who study History to have access to revision resources at home. | Small number of textbooks provided to pupils who required them. |
|---|---|---|---|---|
| | Printing | £1.10 | All pupils to be able to print resources for home learning, as required. | Printing provided to pupils who needed it. |
| To ensure all barriers to learning, external to the classroom, are addressed effectively. | Football Beyond Borders | £5000.00 | Selected pupils who are part of the FBB programme to see an improvement in attendance, attitude to learning and academic progress. | Approximately 30 pupils benefited from the Football Beyond Borders, albeit with disruptions due to COVID-19. Data on the impact of this intervention TBC. |
| | Assessment for cognitive abilities (CAT4), progress tests, reading tests, spelling tests and Pupil Attitudes to Self and School (PASS) tests | £525.00 | All pupils to receive a reading and spelling test in Year 7, as well as a reading and spelling test at the beginning and end of literacy intervention programmes. | All pupils conduct a spelling and reading test upon joining the school in Year 7, as well as completing reading tests at the start and the end of the Lexonik literacy support programme. |
| | SNAP assessments for Behaviour | £102.50 | All identified pupils are provided with a behaviour for learning assessment to identify methods to support pupils in the classroom. | Any pupils who required SNAP assessments were provided one. |
| | Intervention from the Resilience | £68,355.00 | All identified pupils receive an intervention programme to | See Attitude to Learning data |

| | | | |
|---|---|---|---|
| Coach Programme | | support their resilience both in and out of school. | and Attendance data below. |
| Attendance intervention initiatives provided by the Attendance Team | £48,655.00 | An improvement in pupil attendance. | 2020-21 attendance: 89.85%<br><br>2020-21 PPG attendance: 86.42% |
| Pastoral support provided by Heads of Year | £92,166.00 | All identified pupils to be provided with pastoral support as needed and an improvement in the attitude to learning of all pupils. | Y7<br>Term 2: No data (due to COVID-19 disruption)<br>Term 3: 2.1<br><br>Y8<br>Term 1: No data (due to COVID-19 disruption)<br>Term 3: 2.2<br><br>Y9<br>Term 1: 2.2<br>Term 3: 2.4<br><br>Y10<br>Term 1: no data (due to COVID-19 disruption)<br>Term 3: 2.3<br><br>Y11<br>Term 1: 2.3<br>Term 2: no data (due to COVID-19 disruption) |
| Safeguarding support provided by the Safeguarding Team | £95,734.00 | Effective Safeguarding support provided to all pupils who require it. | Approximately 400 referrals are made to the Safeguarding team each half-term. |

| To ensure all pupils with SEND are effectively support both inside and outside the classroom. | Progress Mentor Morning Intervention support | £15,631.78 | An improvement in the progress score of SEND pupils across all subjects. | Y11 SEND progress: -0.27 (improvement of 1.5 over the academic year).<br><br>Y10 SEND progress: improvement of 0.26 over the academic year.<br><br>Y9 SEND progress: improvement of 0.56 over the academic year<br><br>Y8 SEND progress: improvement of 0.56 over the academic year<br><br>Y7 SEND progress: improvement of 0.17 between Term 2 and 3. |
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| | SNAP assessments for SpLD (Specific Learning Difficulties) | £102.50 | All pupils with SEND receive an assessment (if needed) to identify their special educational needs or disabilities. | SNAP assessments are embedded within the school's SEND provision. |
| | Provision mapping software to ensure all interventions provided to PPG and SEND pupils are accurately recorded | £1410.00 | All interventions for PPG and SEND are accurately recorded as part of our provision mapping. | Provision map is now used regularly to record interventions and key information. |

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| To ensure all pupils, regardless of socioeconomic background, are supported in their literacy to ensure they can effectively access the Woodlands curriculum | Copies of challenging literature texts for Y9 HPA reading group | £65.50 | Improvement in the progress score of Y9 HPA pupils in English. | Improvement of 1.13 in the Y9 English HPA progress score over the academic year. |
| | Bedrock Learning | £27.96 | Improvement in the reading age of pupils engaged in the Bedrock Learning programme. | This programme was discontinued in the previous academic year and this was one final payment. |
| | Accelerated Reader programme | £2,916.00 | Improvement in the reading age of pupils engaged in the Accelerated Reader programme. | This programme was discontinued due to a lack of impact, particularly as it was unfeasible to run the programme during the disruption caused by COVID-19. |
| To provide additional support to pupils struggling to make progress in certain subjects | Additional Period 6 intervention across all subjects provided to pupils making low progress. | £25,297.15 | Improvement in the progress of Y11 pupils across all subjects. | Y11 PPG: -0.27<br><br>Y11 PPG progress improved by 1.13 throughout the academic year (and 0.18 above the PPG national average in 2019). |
| | Overseeing of PPG initiatives by the Senior Leadership Team | £69,705.00 | Improvement in the progress of PPG pupils across all subjects. | Y11 PPG: -0.27<br><br>Y11 PPG progress improved by 1.13 throughout the academic year (and 0.18 above the PPG national |

| | | | | average in 2019). |
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| To provide an appropriate educational provision for those pupils who cannot access mainstream education | Alternative Education Provision | £129,643.31 | All pupils in Alternative Education to be engaged in the provision arranged for them. | 5 pupils were provide Alternative Education last year. |

# Externally provided programmes

| Programme | Provider |
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| ***MyTutor Online 1:1 Tutoring Programme***<br><br>150 pupils (either Disadvantaged or High Prior Attainer pupils identified as making low progress) were selected to received 10 x 1 hour online sessions in Maths, English or Science. Pupils were tutored by recent graduates, and tutoring provided was online after school. This provision was funded through the Coronavirus Catch Up Premium. | MyTutor |
| ***Teach First National Tutoring Programme***<br><br>The school employed one graduate tutor to support individual pupils and small groups of pupils in English and History. Disadvantaged pupils, and other pupils underachieving in these two subjects, were selected and hourly sessions were provided, five sessions per day. This provision was funded through the Coronavirus Catch Up Premium. | Teach First |