Woodlands School Pupil Premium Strategy Statement

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 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	1499
Proportion (%) of pupil premium eligible pupils	36.2%
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	(Reviewed 01.11.22 & 01.11.23) Final review & creation of new statement: 01.11.24
Statement authorised by	David Wright
Pupil premium lead	Katie Heseltine
Governor / Trustee lead	John Perreira

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£552,173
Recovery premium funding allocation this academic year	£155,706
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£38,804
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	£746,683

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 78ᵗʰ 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 2023-24, 36.2% 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 and the cost of living crisis. 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.

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 sec- tors 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.'

We are aware that the current local plan is being redacted and a new version is yet to be shared, recent updates suggest early 2024. We will update our PPG statement in due course.

This local context, in part, informs the curriculum intent for our pupils. However our over- arching principle is that we will deliver a curriculum that is **ambitious for all**, adhering to our core values of **AROE: Aspiration, Resilience, Opportunity** and **Excellence.**

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 to- wards **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 ap- plying 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.

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.	- Disadvantaged NEET figure at 0%. - Increase in the number of Disadvantaged pupils applying to university. - Increase in the number of Disadvantaged pupils applying to Sixth Form. - Increase in the number of Disadvantaged pupils applying to higher level apprenticeships. - Increase in the number of Disadvantaged pupils attending work experience placements in professional occupations.
Improve the progress of Disadvantaged pupils (particularly boys, High Prior Attainers and pupils with SEND) and particularly in Bucket 2 subjects.	- Disadvantaged progress score of 0. - SEND Disadvantaged progress score of 0. - Boys Disadvantaged progress score of 0. - HPA Disadvantaged progress score of 0. - Combined Science, Chemistry, Physics and Biology Disadvantaged progress score of 0. - French, German and Spanish Disadvantaged progress score of -0.5 - History and Geography Disadvantaged progress score of -0.15.
Improve the attendance of our Disadvantaged pupils so it is in line with the national average.	- Year 1 Disadvantaged attendance: 91.5%. - Year 2 Disadvantaged attendance: 92%. - Year 3 Disadvantaged attendance: 92.5%.

Ensure our Disadvantaged pupils are more resilient and less reliant on pastoral support.	• Reduction in the number of Disadvantaged pupils who are repeat offenders in Inclusion. • Increase in the number of Disadvantaged pupils successfully completing the Resilience programme. • The average Attitude to Learning score of Disadvantaged pupils to be in line with non-Disadvantaged pupils.
Develop our Disadvantaged pupils into more independent learners, particularly improving engagement with home learning.	• Engagement with home learning to be at the same percentage for Disadvantaged pupils as non- Disadvantaged. • Engagement with home learning for all pupils: 95%.

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: £186,671

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. 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.' 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… 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. 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).' https://educationendowmentfoundation.org.uk/educati on-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 parents/ carers and mainstream school remained closely involved.' Investigative Research Into Alternative Provision - Department for Education	2
Overseeing of PPG initiatives by the Senior Leadership Team (leading Preparing for 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.' https://educationendowmentfoundation.org.uk/educati on-evidence/teaching-learning-toolkit/mastery-learning '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.' https://educationendowmentfoundation.org.uk/educati on-evidence/teaching-learning-toolkit/collaborative- learning-approaches '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.	2

	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.' https://educationendowmentfoundation.org.uk/educati on-evidence/teaching-learning-toolkit/feedback	
Provision of revision resources as part of the Preparing for Success Evenings	'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. 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… The average impact of metacognition and self- regulation strategies is an additional seven months' progress over the course of a year. 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.' https://educationendowmentfoundation.org.uk/educati on-evidence/teaching-learning-toolkit/metacognition- and-self-regulation	2, 5
Laptops loaned to all pupils without access to their own IT at home access	'Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. 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		2, 5

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/educati on-evidence/guidance-reports/digital

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

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

Budgeted cost: £201,604

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. 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. 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.' https://educationendowmentfoundation.org.uk/educatio n-evidence/teaching-learning-toolkit/small-group-tuition	2
Lexonik literacy intervention	'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 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.' https://educationendowmentfoundation.org.uk/educatio n-evidence/teaching-learning-toolkit/oral-language- interventions	2, 5

Provision mapping software to ensure all interventions provided to PPG and SEND pupils are accurately recorded	'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.' https://educationendowmentfoundation.org.uk/educatio n-evidence/teaching-learning-toolkit/one-to-one-tuition	2, 5
SNAP assessment s 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
Co-Educator Morning Intervention support		2, 5
GCSEPod access	'On average, students who used GCSEPod the most received 3 grades higher across their subjects than predicted.' 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. 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

| Active Learn online 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.

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

https://educationendowmentfoundation.org.uk/educatio n-evidence/guidance-reports/digital | 2 |

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

Budgeted cost: £358,408

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.'

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.'

https://educationendowmentfoundation.org.uk/educati on-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.

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.

3.Expect good attendance and punctuality from all members of the school community and make sure that pupils understand its importance. | 3 |

Travel to school provided to pupils who require it		3
	4. Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance. 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. 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. 7. Make sure staff receive professional development and support to deploy attendance systems effectively. 8. Governors should have an accurate view of school attendance and engage in escalation procedures where appropriate.' https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance- actions-for-schools-and-local-authorities	
Intervention from the Resilience Programme ran by Assistant Heads of Year	'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. 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.' https://educationendowmentfoundation.org.uk/educati on-evidence/teaching-learning-toolkit/social-and- emotional-learning	1, 4

Directions one-to-one careers interviews with Disadvantage d Year 11 and Year 10 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. 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.' https://educationendowmentfoundation.org.uk/educati on-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.' https://educationendowmentfoundation.org.uk/educati on-evidence/teaching-learning-toolkit/behaviour- interventions	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. Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.' https://educationendowmentfoundation.org.uk/educati on-evidence/teaching-learning-toolkit/school-uniform	3
Additional meal support	'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.' https://www.schoolfoodmatters.org/why-school-food-matters/why-fresh-and-healthy-school-meals	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. 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.' https://educationendowmentfoundation.org.uk/educati on-evidence/teaching-learning-toolkit/aspiration- interventions	1
Support with university, Sixth Form, college visits		1
Support with securing professional work experience placements		1

Total budgeted cost: £746,683

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 2022 to 2023 academic year.

	17/18	18/19	19/20	20/21	21/22	22/23
Cohort Size	101	110	113	112	92	113
KS2 Average	4.48	4.51	4.46	100.39	102.02	103.75
Attainment 8	41.93	38.6	38.08	39.55	43.53	34
4+ English and Maths	61.39%	45.45%	49.56%	45.54%	61.96%	42%
Progress 8	0.03	-0.25	-0.22	-0.27	-0.22	-0.81
Woodlands Schools vs 2023 PPG P8 National Average (-0.57)	+0.48	+0.2	+0.23	+0.18	+0.23	-0.24

Provision	Challenge Number Addressed	Cost	Success Criteria	Impact
Teaching				
Development of Tassomai	2, 5	£8159.40	An improvement in the amount of home learning completed by pupils.	In the academic year 2022-23, pupils completed 45,603 hours on the Tassomai home learning programme. On average, pupils spent 30.4 hours on their online home learning during the academic year and 15,194,502 questions were correctly answered.
SLT Technician	5	£26,623		

Alternative Education	2, 3, 4	£30,000	All pupils in alternative education to be engaged in the provision arrangement.	All pupils in alternative education were monitored for their engagement with their provision.
Overseeing PPG Initiatives	1, 2, 3, 4, 5	£73,007	Improvement in the progress of PPG pupils in all subjects.	Year 11 PPG was -0.81 in 2022-23, this is a decrease of -0.59 on 2021-22 and -0.24 below the national PPG average (2023 figures).
Preparing for Success Evening Resources	2, 4, 5	£11,082.19	All Year 11 pupils, parents/carers to be offered guidance on revision strategies on the run up to GCSE's from subject specialists.	Every Year 11 pupil received a revision resource pack and was provided with revision guidance both at the event and in the form of both a paper based and electronic information pack.
Laptops	5	£3,874.53	All pupils to have their own laptop of PC to complete home learning tasks successfully from home.	Laptops have been provided to 474 pupils to ensure they have online access at home.
Broadband	5	£2,793.76	All pupils to have broadband accessing order to complete home learning successfully at home.	53 pupils have been provided with 4G routers and monthly broadband subscription to ensure they have online access at home.
Food Technology	1, 2	£3,835.86	All pupils who study catering at KS3 or GCSE to have access to the supplies needed to partake in practicals.	Support with catering supplies to enable all pupils to cook was provided on approximately 150 different occasions.

Targeted Academic Support				
Period 6	2	32,444	Improvement in the progress of Y11 pupils across all subjects.	Year 11 PPG: -0.81. Year 11 PPG progress improved by +0.95 over the academic year.

My Tutor	2	£9,900	Improvement in the progress of PPG pupils in History, Geography, French, German, Spanish.	PPG Progress: History: -1.28 (improvement of +0.08 on 2019) Geography: -1.41 (decrease of -0.04 on 2019) French: -1.51 (decrease of -0.37 on 2019) German: +0.53 (improvement of +2.21 on 2019) Spanish: -1.06 (improvement of +0.1 on 2019)
Lexonik	2	£7,196	Improvement in the reading age of pupils identified as requiring literacy support.	4 members of staff trained. Pupils who partook in the Lexonik programme improved their reading age by an average of 18 months within a 6 week intervention.
Provision Mapping Software	2, 3, 4	£2,285	All interventions for PPG & SEND are accurately recorded using Provision Map.	Provision Map is now used regularly to record interventions & key information.
SNAP Assessment (SpLD)	2, 4	£251	All pupils with SEND will receive an assessment (if needed) to identify their Special Education Need of Disability.	SNAP Assessments are embedded within the school SEND provision.
CAT 4 + PASS Tests	2, 4	£525	All pupils to receive a reading & spelling test in Year 7, as well as reading and spelling test at the end of Literacy Intervention Programmes.	All pupils in Year 7 completed a spelling and reading test upon joining the school. Pupils also completed reading tests at the start and the end of the Lexonik Literacy Support Programme. However, the school has now taken the decision to replace the CAT 4 tests with a more efficient alternative.

Co-Educator AM Intervention	2, 4, 5	£125,876	Improvement in the reading age comprehension skills of targeted pupils.	Pupils who partook in the Co-Educator AM Intervention improved their reading age by an average of 14 months within a half term intervention.
GCSE Pod	2, 4, 5	£6,104	All pupils to have access to the wealth of online resources across GCSE & KS3 subjects.	11,134 pods were accessed by pupils in the academic year 2022-23. 4000 more pods were accessed in comparison to the previous academic year.
Linguascope	2, 5	£300	All pupils who study a modern foreign language to have access to the online resources available.	1508 pupils benefitted from access to Linguascope, both inside and outside of lessons (604 pupils in Years 7 and 8; 907 pupils in Years 9-11).
Active Learn Online	2, 5	£800	All pupils to have access to the Science, Maths, Geography, Health & Social Care, and Modern Foreign Languages resources available.	All pupils benefitted from access to Active Learn both in and outside of lessons.

Wider Strategies				
Safeguarding Support	3, 4	£42,749.06	Effective Safeguarding support offered to all pupils who require it.	1205 referrals were effectively reported to the Safeguarding team in 2022-23.
Pastoral Support (HOYs)	3, 4	£108,815.15	All identified pupils to be provided with pastoral support as needed & an improvement in the attitude to learning of all pupils.	Attitude to Learning and Attendance figures TBC in early January.
Attendance Intervention	3	£52,487	Improvement in pupil attendance.	Attendance figures TBC in early January.
Travel Costs	1, 3	£4,628.22	All pupils to have a reliable method of transport to school.	Support with travel was provided to 25 families (some of this was on-going throughout the year).

Resilience Intervention with AHOYs	3, 4	£58,678.41	All identified pupils receive an intervention program to support their resilience both in and out of school.	All identified pupils received the Resilience intervention programme.
Connexions 1:1 Interviews	1	£14,400	All Year 11 pupils to take up a Post- 16 placement in Autumn 2022.	All Year 11 pupils received a 1:1 Post- 16 interview. At the end of Autumn 2023, 97.9% of Year 11 leavers had confirmed their Post- 16 placement.
SNAP Behaviour Assessment	4	£251	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.
Uniform	4	£906.36	All pupils to have the required uniform to attend school.	Support with uniform was provided to families on 37 occasions.
Additional Meal Support	4	£201.42	Any pupil who has not eaten can be provided with a lunch meal even if they have no immediate funds.	Additional support with meals was provided to pupils on 93 occasions.
SIMS Tool to Identify FSM	1, 2, 3, 4, 5	£700	All pupils who ae eligible for FSM are identified.	In 2022-23, 478 pupils were identified as FSM.
Breakfast Provision	3, 4	£1,969.88	Pupils who do not have access to breakfast at home receive this for free in school.	Approximately 100 pupils benefitted from the school's free breakfast provision each day.
Funding Disadvantaged Pupils Trips & ECAs	1	£14,443	All PPG pupils wishing to partake in Extra-Curricular Activities and not having the means were able to do so.	PPG funding was used to support 14 Extra-Curricular Activities throughout the academic year. Note: additional funding was provided by an external generous donation for ECAs.
Supporting with WEX placements	4	£65	All pupils are able to access WEX placements without being held back by financial constraints	80% of our pupils took part in out of school work experience. Those who could not afford travel costs were still able to attend through PPG funding.

Development of the Woodlands School Centralised Sanction System (WSCSS)	1, 2, 3, 4, 5	£16,850	Successfully embed the WSCSS.	All teaching staff will conduct a maximum of a 30 minute sanction weekly, reducing staff workload.
Development of the library and reading tests	1, 2, 5	£3,691.18	Encouragement of pupils to engage more in reading for enjoyment, and reading tests allow for us to identify pupils who need intervention.	Pupils are reading more; books are being chosen from the Opportunities Hub to be read at home and during DEAR time. It encourages a lifelong love of reading and promotes reading beyond their usual choices. Two Year 9 groups have had literacy intervention via a half-termly form group. From the first group, 12 out of the 13 pupils' reading ages improved by the end of the half term intervention.
National Education Group	1, 2, 3, 4, 5	£3,490	All staff have access to personilsed CPD resources and specific safeguarding training, including that of online safety for pupils.	Improvement in the standard of Teaching & Learning delivered to all pupils. All staff training in key areas of safeguarding including online safety & how to keep our youngsters safe. Safeguarding resources, including about keeping safe online have been made available to all pupils, parents and carers.
Rewards for Year 11	2, 3, 4, 5	£967	All pupils to have the opportunity to access monthly rewards throughout year 11. Pupils with consistently good effort to receive additional termly rewards.	Improvement in pupils' attitude to learning grades, attendance, and engagement with Tassomai & holiday intervention programmes.
Independent Learning Support Programme	5	£3,101	All pupils (296) to take part in small group workshops from Elevate Education focused on developing study skills	All pupils given access to linked follow up resources. All parents and carers of pupils in Years 9, 10 & 11 (899) to have access to

			and habits.	fortnightly webinars focused on supporting their children with good study habits, managing workload and dealing with exam stress.

Externally provided programmes

Programme	Provider
MyTutor Online 1:1 Tutoring Programme 30 pupils (either Disadvantaged or High Prior Attainer pupils identified as making low progress) were selected to received 10 x 1 hour online sessions in History, Geography, French, German or Spanish. Pupils were tutored by recent graduates, and tutoring provided was online after school. This provision was partially funded through the National Tutoring Programme.	MyTutor
Independent Learning Support Programme All pupils (296) to take part in small group workshops from Elevate Education focused on developing study skills and habits. All pupils have access to linked follow up resources. All parents and carers of pupils in Years 9, 10 & 11 (899) to have access to fortnightly webinars focused on supporting their children with good study habits, managing workload and dealing with exam stress.	Elevate Education