Woodlands School Pupil Premium and Recovery Strategy Statement

This statement details Woodlands School's use of Pupil Premium for the 2026 to 2027 academic year 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 school.

School overview

Detail	Data	
School name	Woodlands School	
Number of pupils in school: 110	DfE Data Download August 26	
	Number of pupils on roll (Years R-11)	91.0
	Number of Primary pupils on roll	51.0
	Number of Primary pupils eligible for the Deprivation Pupil Premium	43.0
	Percentage of Primary pupils eligible for the Deprivation Pupil Premium (%)	84.3
	Deprivation Pupil Premium Allocation (£)	66,650
	Number of Secondary pupils on roll	40.0
	Number of Secondary pupils eligible for the Deprivation Pupil Premium	28.0
	Percentage of Secondary pupils eligible for the Deprivation Pupil Premium (%)	70.0
	Deprivation Pupil Premium Allocation (£)	30,800
	Total number of pupils eligible for the Deprivation Pupil Premium	71
	Total allocation for the Deprivation Pupil Premium (£)	97,450
Academic years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028	
Date this statement was last reviewed	20/08/2026	
Date on which it will be reviewed again	15/09/26	
Statement authorised by	Karen Haworth Headteacher	

Pupil premium lead	Karen Haworth, Headteacher
Governor / Trustee lead	Kristina Penny (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation 2026/2027	PP Deprivation £97,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0.00
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	£97,450

Part A: Pupil Premium Strategy Plan

Woodlands Statement of Intent

The learning needs and barriers to progress for pupils at Woodlands are unique to each pupil, therefore we focus on each individual child's aspirations, barriers and strategies to target interventions and support. Each pupil's Case Study Profile/EHCP Review outlines their progress, identified barriers to learning and interventions.

High-quality teaching, complemented by specific, timely additional and developmental interventions, is at the heart of our Pupil Premium and Recovery Strategy's intent, implementation and impact, with a focus on areas in which disadvantaged pupils require the most support.

Barriers to learning are mapped out per pupil on their Pupil Progress Profiles – Refer to EHCP Annual Review documentation for pupil level analysis of progress.

We aim to provide every pupil with an outstanding education that enables them to follow a pathway into adult life that matches their personal aspirations. We will equip students with the life skills needed to develop independence in the wider community with activities outside of the curriculum is all about those extra activities that will enrich school life and learning, giving pupils different personal successes, both big and small.

- Communication and interaction – the majority of our children and young people need additional support with communication including the need for AAC and social use of language.
- Sensory Integration – a large number of children and young people have sensory processing issues which need to be managed to ensure that children are regulated and ready for learning.
- Levels of engagement - many of our children and young people find it difficult to engage in independent and/or directed learning
- Social, emotional and independence skills – our pupils need support in developing social and independence skills to enable them to have positive and meaningful interactions in their community.

Implicit in the intended outcomes detailed below, is the intention that the attainment of students not categorised as disadvantaged will be sustained and improved alongside progress for their disadvantaged peers.

Our Strategy is also integral to wider school plans for education recovery. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. . It will be driven by the needs and strengths of each child. The approaches we have adopted complement each other to ensure that we offer all students the relevant skills and experience for their transition to adulthood.

The key principles of our Strategy and Plan are to:

- Improve behaviour
- Improve our pupils' attendance and punctuality
- Improve personal development opportunities so that all pupils widen their experiences and achieve
- Ensure that all pupils are challenged in their learning

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

	Detail of Challenges
1	**Inconsistent Strategies between home and school –** Annual review reports, referrals, Tapestry • Parents are reporting that they are unable to cope with their child's behaviour at home • More families are asking for referrals for support • Some families are asking for their children to be supported in care earlier than previously • Families are reporting their own stress and inability to cope and the impact of their child's behaviour on themselves and siblings
2	**Attendance and Punctuality Rates of Pupils.** Data analysis, PWS, and multi-agency intelligence confirm that: • Attendance and punctuality of some pupil's rates are low, reducing access to our provision and teaching and learning opportunities. • Some families enter Woodlands without high expectations of, and value for education, other families perceive our offer as care, rather than education
3	**Social Skills and Emotional Resilience.** From our multi-agency partnerships, assessments, including referrals, confirm: • Some families lifestyles impact on their children's behaviour and routines • Many pupils and their families have negative and or multiple experiences of school and life; impacting on their confidence, attitude and engagement in learning. • The complexity of need across school has changed • Low staffing levels to allow staff to take breaks mean that students' learning around eating and social communication is limited

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
Achieve outstanding pupil outcomes for all pupil groups	Achievement of ambitious, external and internal targets. Achievement of EHCP annual targets.
Increase students opportunities for achievement outside the curriculum. Pupils demonstrate / make progress in social and independence skills.	All students are accessing a cycle of their chosen enrichment activities.
Decrease in incidents of challenging behaviour	Decrease in the number of families who require social care intervention. Reduction in behaviour incidents in school and at home
Increased parental engagement	More parents accessing training and support for strategies at home
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and vulnerable groups	Sustained high attendance demonstrated by: The overall absence rate for all pupils being no more than 5%, The percentage of all pupils who are persistently absent being no more than 5%

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)

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

Budgeted Cost: £72,610

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Enrichment Activities for all: Forest School Activities Tiddly Om Poms Performing Arts	Ensuring students are provided with challenging, exciting and different experiences to help them learn. Enables learners to mix across school and to learn about transition. This is a really important skill for many of our students. Difficulties in transitioning can eventually hamper their independence and limit their ability to cope in community settings. • Benefits of Forest School Activities for Learners with SEN The importance of music and performing arts | SEN Magazine	1,3	£64,478 (2 x TA2)

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

Budgeted Cost: £33,601

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Family Support and Engagement Lead	The Lamb enquiry, 2009, found that "In the most successful schools, the effective engagement of parents has had a profound impact on children's progress." Importance of Parental Engagement in Special Schools	1,2,3	£32,972

Total Budgeted Cost: £97,450

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Enrichment

Our enrichment programme enables our students to realise their potential and enhance their own personal development. It helps provide children with a rounded, culturally rich education through activities that enhance their learning by extending the curriculum beyond academic achievement.

Our Enrichment timetable has given students opportunities to try new and varied activities that may not strictly fit into the curriculum, but that develop character, resilience and motivation, and encourage them to pursue wider goals. It helps to teach life skills that benefit children beyond the classroom, and can develop an appreciation for cultural and community issues, teamwork and social responsibility.

Family Support

Our family support liaison has increased opportunities for parents to meet. She has reinforced the fact that school attendance is not separate from Safeguarding and parents are very aware of our expectations for attendance despite their children's learning difficulties.

She has provided a wealth of information for parents through social media, newsletters and face to face meetings.

Annual reviews are well attended and home/school issues are quickly identified and dealt with through collaboration with families and professionals.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)