

Pupil premium strategy statement

New Woodlands School December Academic year 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	New Woodlands School
Number of pupils in school (Excluding 6 th Form)	100
Proportion (%) of pupil premium eligible pupils	77%
Academic year/years that our current pupil premium strategy plan covers	23-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	C. Warner
Pupil premium lead	K. Tomlinson-Cole
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,460
Recovery premium funding allocation this academic year	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
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	£92,460

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further education
- Employability
- Social opportunities

It is important to state that we do not only measure progress in relation to academic success, but in relation to both social and emotional development as well as against a pupil's effort and engagement in their education.

We judge our progress from point of entry; we use previous information as well as baseline assessment to generate this judgement. We are confident that we provide every pupil with a personalised opportunity to become the best version of themselves and address inequalities in the education of pupils from low-income families.

The main barriers to achievement for students at New Woodlands School centre around students' SEMH and learning needs/gaps as identified in their Education, Health and Care Plans. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Act early to intervene so that disadvantaged children reach their potential, using a robust diagnostic assessment of need.(Boxall profile)
- Work to raise the aspirations of all disadvantaged children

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils 'outcomes and raise expectations of what they can achieve
- Develop the life chances of all disadvantaged children
- Enrich the lives of disadvantaged children by developing their cultural capital and wider curriculum experiences

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. However, we will utilise Pupil Premium funding to ensure that our most disadvantaged students make at least good or better than good progress, through ensuring they attend school, are engaged and inspired by lessons and have appropriate destinations secured. Using this strategy we aim to increase pupils' confidence and resilience, encourage pupils to be more aspirational and additionally benefit non-eligible pupils.

New Woodlands School, takes a tiered approach to distributing the Pupil Premium funding, covering the three areas below:

- High Quality Teaching – Professional development of staff to improve the impact of teaching and learning on all pupil premium students
- Targeted Academic Support – Providing additional support for students to promote great attendance and develop positive learning behaviours
- Wider Strategies – Providing broader support for students outside the curriculum to maintain positive mental health and wellbeing and consequently support the development of positive learning behaviours. Life skills and school skills including high quality work experience and careers support.

Challenges

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

Challenge number	Detail of challenge
1	Teachers' skills need to meet students' needs. And able to make a more effective use of the Educational health care Plans to support access to the curriculum regardless of the starting point.
2	The school curriculum needs to meet students' needs by further developing an inclusive, innovative and diverse curriculum that is supported by systems, processes and delivery focussed on improving outcomes for all students and that provides planned intervention if adequate progress is not being made.
3	Students need to develop learning behaviours that allow them to access the curriculum and become more aspirational.
4	Students' wellbeing and mental health has been impacted negatively by the pandemic, trauma and other contributing factors
5	Attendance-statistically there is a gap nationally between PP and Non PP especially persistent absence
6	Limited opportunities to experience enriching activities in their home lives, including cultural capital enrichment
7	Engaging parents in their children's learning.

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
<p>Improved attainment for disadvantaged pupils in all subjects.</p> <p>All pupils to receive QFT whatever their background and socio economic contextual factors</p>	<p>Improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2026.</p> <p>Achievement of short/long term EHCP targets.</p> <p>Learning walks, book looks, pupil voice and assessment indicate pupils, including PP develop and make progress in line with their flight path</p>
<p>Improve and sustain attendance</p>	<p>Pupil premium students have high rates of attendance with no gap between PP and Non PP</p>
<p>Improved learning behaviours.</p>	<p>Pupil premium students achieve merits/rewards inline with non-eligible pupils and consequently develop improved learning behaviours.</p> <p>A reduction in external suspensions for pupil premium students.</p> <p>Further develop reward systems in every lesson which impacts on behavior for learning.</p> <p>Individualised timetables using when necessary outside agencies and provision programme for pupils who are risk of suspension</p>
<p>Improved mental health and wellbeing.</p>	<p>Pupil premium students demonstrate improved mental health and wellbeing in line with non-eligible pupils.</p>
<p>To ensure a gap does not exist between PP and Non PP</p>	<p>Pupils not achieving expected outcomes according to their flight path are identified by Subjects leads termly and action plans are made for specific children and subject . Parent working with the school to support home learning and are engaged in their childs progress</p>
<p>Improve parent engagement</p>	<p>To engage parents in parent workshop and Academic review days. To build positive relationship with the form tutor</p>

	to encourage the open door policy.
Ensure that the children are provided a wide breadth of opportunities that they may not otherwise be able to access	Trips and school visitors enhance the curriculum and develop cultural capital.
Improved engagement in lessons through purchase of relevant and purposeful teaching resources.	Improved progress of pupils evident on termly progress report.. Improved engagement in lessons, reduced incidents of pupils non compliance/missing lessons (reflection data). Increase in qualifications been gained by pupils. (End of year results)
Value to pupils social and emotional health	Class charts to identify any patterns in terms of mood and presentations Boxall data to analyse and track over time Breakfast on arrival daily Cultural capital trips

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: £26,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke training to teachers to support students' needs. This will include: CAMHS input, Educational psychologist input, SALT, OT, zones of regulation.</p>	<p>The education inspection framework: overview of research January 2019 (P47), states there is evidencethat well designed CPD programmes can have a positive impact on outcomes for students.</p> <p>https://www.gov.uk/government/publications/education-inspection-framework-overview-of-research</p>	<p>1,2</p>
<p>Create capacity for subject leads to develop their curriculum area and upskill non subject specialists delivering their subject.</p>	<p>The education inspection framework: overview of research January 2019 (P12), emphasises the importance of support for teachers that have to teach outside their subject specialism, in order to maintain positive outcomes for students.</p> <p>https://www.gov.uk/government/publications/education-inspection-framework-overview-of-research</p>	<p>1,2</p>
<p>To develop staff wellbeing and de brief after incidents so staff feel supported.</p>	<p>The education inspection framework: overview of research January 2019 (P13), explains that poor teacher retention can have a lasting detrimental effect on outcomes for students.</p>	<p>1,2</p>

Training in the calendar that significantly impacts on practice and is relevant and interesting.	https://www.gov.uk/government/publications/education-inspection-framework-overview-of-research	
Training staff to ensure that verbal and written feedback is of a high standard and directly improves learning	Evidence shows that high quality verbal and written feedback to all pupils, including PP is an effective strategy with high impact rates on learning and closing the gaps EEF Evidence for feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,2
Middle leaders support and guide teachers to develop the delivery of the curriculum through quality first teaching	Evidence shows that when the teachers have planned a sequences of learning that has knowledge and skills interleaved to develop and deepen understanding, the learners make progress and develop their skills	1
Middle leaders plan a sequenced and progressive curriculum, with opportunities to re visit any learning gaps	Research shows that pupils learn and retain knowledge most effectively when the curriculum is built up cumulatively throughout the school and delivered in an exciting, engaging and effective way https://www.gov.uk/government/collection/curriculum-research-reviews	1

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

Budgeted cost: £38,653

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase capacity in order to support the development of students' learning behaviours and increase the amount of interventions and resources on offer</p>	<p>The EEF state that social and emotional learning approaches can add on average four additional months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3,4</p>
<p>To provide a bespoke KS4 curriculum so pupils can access vocational courses to meet their kinesthetic strengths</p>	<p>Pupils in Year 10 and 11 to attend on a 1 day a week basis the Young Lewisham Project (YLP) . Here they have access to a wide range of vocational accreditations and life skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	

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

Budgeted cost: £27,642

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use bespoke therapies and CAMHS support	<p>The EEF state that social and emotional learning approaches can each add on average four additional months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3,4
Creating a cultural capital experience to enhance holistic development	<p>The EEF state that social and emotional learning approaches can each add on average four additional months' progress over the course of a year. They also explain that collaborative learning approaches have a positive impact on pupil attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3,4
Attendance and Family Lead to target pupil premium students.	<p>The EEF state that improving parental engagement in their children's education can add on average four additional months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5,7

<p>Attendance officer promote positivity in attendance including incentives and building relationships with families</p>	<p>Research suggests poor attendance directly correlates with poor academic achievement and self esteem</p> <p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p>	<p>5</p>
<p>Whole staff approach and training on zones of regulation .</p>	<p>Behaviour intervention/EEF</p>	<p>3</p>
<p>Targeted therapy for pupils identified and relevant therapy put in place eg CAMHS, OT, SALT, drama Therapy</p>	<p>Targeted support Behavior interventions/EEF</p>	<p>3,4</p>

<p>To provide breakfast and for all pupils Magic breakfast</p>	<p>Research suggests that social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching</p>	<p>4,6</p>
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Total budgeted cost: £92,595

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 2024-25 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account

Summer data shows for School year 24-25

Summer 25 data

	Subject	WB	WT	WA	E	Total	WA +
Overall	Reading	15%	8%	58%	19%	100%	77%
	Writing	19%	13%	53%	15%	100%	69%
	Number	10%	8%	58%	24%	100%	82%
Boys	Reading	14%	4%	63%	19%	100%	82%
	Writing	18%	10%	58%	15%	100%	73%
	Number	8%	6%	63%	24%	100%	86%
Girls	Reading	23%	31%	31%	15%	100%	46%
	Writing	23%	31%	31%	15%	100%	46%
	Number	17%	25%	33%	25%	100%	58%
PP	Reading	15%	8%	58%	20%	100%	77%
	Writing	18%	12%	53%	17%	100%	70%
	Number	11%	6%	58%	25%	100%	83%
Non PP	Reading	15%	10%	60%	15%	100%	75%
	Writing	20%	15%	55%	10%	100%	65%
	Number	5%	15%	60%	20%	100%	80%

Yr 11 Outcomes 24-25

Summer Data results 24-25 cohort

Candidate	Maths	English	Science
A	GCSE 2	IGCSE 3	EL Double Award
B	EL 2	UAS Awards	UAS Awards
C	EL 1	UAS Awards	UAS Awards
D	EL 2	EL 1	EL Double Award
E	GCSE 2	EL 2	EL Double Award
F	EL 2	IGCSE 3	EL Single Award
G	GCSE 3	IGCSE3	EL Double Award
H	EL 2	IGCSE3	EL Single Award
I	GCSE 1	IGCSE 2	EL Double Award
J	GCSE 2	IGCSE 3	EL Double Award
K	EL 2	EL 2	EL Single Award
L	EL 2	EL 2	EL Single Award
M	EL 1	EL 1	EL Single Award

Attendance

% Att	Autumn 2022 2023	Autumn 2023 2024	Autumn 2024 2025	Spring 2022 2023	Spring 2023 2024	Spring 2024 2025	Summer 2022- 2023	Summer 2023- 2024	Summer 2024 2025
KS1-2	91.02%	84.74%	88.3%	87.3% -1PA 89.9%	85.9%	92..39%	83.3%	85.90%	88.38%
KS3-4	62.57%	76.65%	84.6%	82.9	77.84%	81.80%	83.2%	76.29%	79.17
Whole School	86.01 % -7 pa's 89.10%	79.7% -13PA 86.2%	85.0% -7 pa	84.4% -10Pas 89.9%	76.45% - 16 PA 86%	84.75% -10 PA 94%	85.58% 16 PA 88%	82.84% -13PA 88.09 %	82.2%

PP	KS1-2 89.20%	KS1-2 79.42%	KS1-2 77.90%	KS 1-2 86.43%	76.45&	KS 1-2 87.81%	KS1-2 77.61%	KS1-2 84.33%	KS1/2 75.80%
	K3/4 82.50%	KS 3-4 71.82	KS3/4 77.69%	KS 3-4 82.87%		KS 3-4 82.46%	KS3-4 78.23%	KS3-4 83.36%	KS3/4 75.59%
NPP	KS1-2 91.72%	KS-1-2 91.03%	KS-1-2 78.91%	KS1-2 74.78%	98.76%	KS1-2 84.67%	KS1-2 78.23%	KS1-2 90.46%	KS1/2 77.80%
	KS3/4 81.02%	KS 3-4 55.67%	KS 3-4 78.37%	KS3-4 95.17%		KS3-4 82.67%	KS3-4 77.90	KS3-4 76.85%	KS3/4 75.84%

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 in England

Programme	Provider