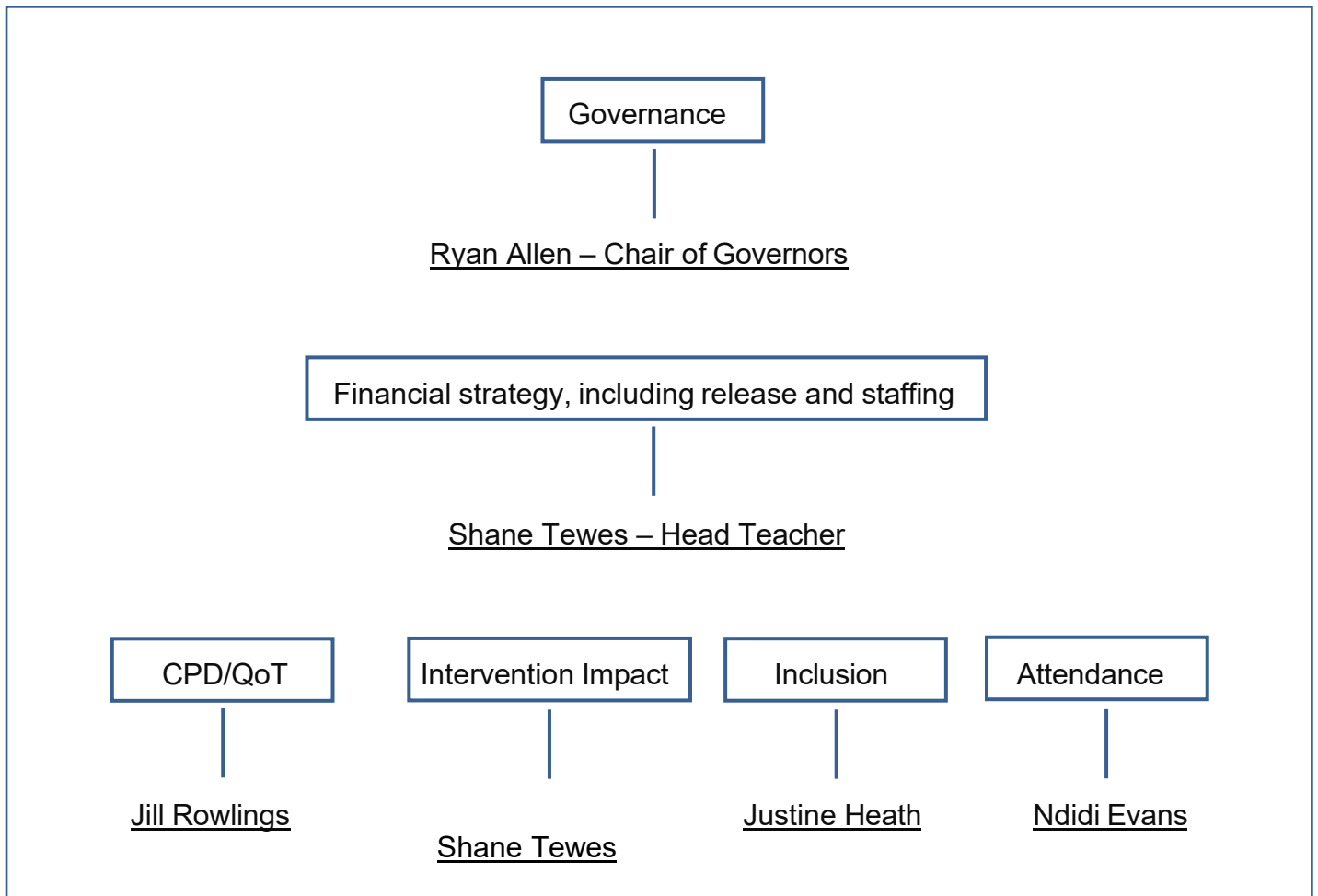




Pupil Premium Strategy Statement 2022 - 2025



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	Woodside Primary Academy
Number of pupils in school	1077
Proportion (%) of pupil premium eligible pupils	33.6%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	19/12/2024
Date on which it will be reviewed	15/07/2025
Statement authorised by	Shane Tewes
Pupil premium lead	Shane Tewes
Governor / Trustee lead	Ryan Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£535,760
Recovery premium funding allocation this academic year	0
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	£535,760



Part A: Pupil Premium Strategy Plan

Statement of intent

Our ultimate objectives and principles for our disadvantaged pupils:

Our overarching aim is to ensure the best possible outcomes using a holistic approach which considers the needs all disadvantaged pupils at Woodside. Woodside Primary Academy serves a richly diverse community with 51 languages spoken at the school. The largest language group is English (48%), Urdu 9%, Somalia & Romanian (4%) . Last year 38% of our pupils were deemed eligible for the Pupil Premium Grant.

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. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The Headteacher and Achievement lead are responsible for the strategy and Chair of Governors is the link governor that holds the school to account for PP spending.



Challenges

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

Challenge number	Detail of challenge
1	Impact of pupils in missing education due to Covid
2	Consistency in teaching across 5 forms of entry
3	PA children in PP groups is higher than their peers
4	Mental Health needs have always been significant in the borough but have increased due to the pandemic

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
All teachers' expectations are consistently high and reflect explicit differentiation and challenge	<ul style="list-style-type: none"> - Lesson observations demonstrate high expectations from staff for all PPG pupils and any pupils identified for 'recovery'. - Pupil Progress Meetings have section dedicated to PPG children and children identified for 'recovery' and how their needs are going to be addressed through differentiation and challenge. - PPG pupils and children that are identified for 'recovery' are engaged in their learning - Lesson planning demonstrates that all the needs of PPG children are being met.
Robust monitoring and evaluation of interventions and assessment across all subjects with a focus on tackling the gaps of PPG pupils and pupils identified for	<ul style="list-style-type: none"> - Interventions groups are kept small to allow for individualised or group learning plans - Intervention plans are shown to



<p>'recovery' across all year groups.</p>	<p>address the individual pupils needs.</p> <ul style="list-style-type: none"> - Pupils identified for interventions make good progress based on their starting points (using TA and Test outcomes)
<p>Attendance for PPG pupils and those that are identified as needing 'recovery' are in-line with Non- PPG pupils.</p>	<ul style="list-style-type: none"> - Attendance for PPG pupils and those identified as needing 'recovery' is in line with school expectations for all pupils (96%). - Daily SLT absence calls are having an impact on attendance and any PA PPG children. - PPG and recovery pupils attendance being tracked.
<p>Closing the attainment gap in KS1 and KS2</p>	<ul style="list-style-type: none"> - Attainment: Significantly above at KS2 Broadly in line at



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: £198,029

Activity	Evidence that supports this approach	Challenge number(s) addressed	Lead person
<p>Staff to engage in the following CPD:</p> <p>% of teachers Peer Practice Development/ Team Teaching</p> <p>Release time for CPD weekly 20 mins daily 15 mins</p>	<p>Year on year teachers have demonstrated good pedagogy resulting in pupils developing detailed knowledge of the curriculum.</p> <p>Educational Policy Institute https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> <p>Year on year teachers have demonstrated good pedagogy resulting in pupils developing detailed knowledge of the curriculum. Despite teachers being consistently 26% ECT and ECT2 teachers every year – due to robust individualised CPD package for staff</p> <p>Educational Policy Institute https://epi.org.uk/publications-and-research/effects-high-quality-professional-</p>	<p>2</p>	<p>JR</p> <p>ST</p>



TLRs & salary top up as part of recruitment and retention as leadership opportunities	development/ Keeping best staff allows the school to facilitate team teaching and high quality professional development through PPA Outstanding teachers achieve better than National average progress for pupils – targeting PP pupils below National		
Heavily resourced Early reading strategy	High quality books engage pupils Release time to team teach phonics improves the quality for all pupils across the school including Year 6 RWI Membership Phonics EEF	2	NE

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

Budgeted cost: £286,771

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Overstaffing facilitating morning small group teaching and time limited interventions by outstanding teacher in R-6	<ul style="list-style-type: none"> - Children discussed in PPMs and identified - Staff skilled in particular interventions leads to high quality practice - Adults within school have had the opportunity to work closely with identified children and will know their needs thoroughly. - Ability for more fluid groups that change daily and meet immediate needs. - Needs of children are met in small targeted groups 	1	ST



	<ul style="list-style-type: none"> - Good relationship with staff members encourages attendance <p>Small group tuition EEF</p>		
<p>PPA timetabled so that staff can plan together and can be supported in order to meet the needs of the PPG pupils and those that have been identified in need of 'recovery' within their class and Year Group.</p>	<ul style="list-style-type: none"> - Information sharing leads to quality planning - Gaps are shared and discussed in order to fill them - Staff are aware of pupils needs and how to meet them - Subject leaders are able to focus their planning support where necessary for best practice <p>Educational Policy Institute https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> <p>-</p>	1	ST
<p>Skills based learning recovery sessions to occur across all year groups in the afternoon three times per week on a of Reading, Early reading Writing, and Maths. Years Reception/Year 1,2 5,6</p>	<ul style="list-style-type: none"> - Targeted support tailored to the needs of the identified pupils. - Focused planning on skills that build on a fill gaps in order demonstrate at least good progress - Small guided group work with identified pupils - Data analysed and used to support planning 	1	ST

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

Budgeted cost: £50,960

Activity	Evidence that supports this approach	Challenge number(s) addressed	
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<p>Ensure free Education Visits, Activities and Enrichment (Trips, Clubs including breakfast and after school) for PPG pupils.</p>	<ul style="list-style-type: none"> - Encourages good attendance - Improvement in Mental Health - Improvements in forming good friendships - Improvements in behaviour of classes and individuals (less low level class disruption) - Improvement in parental engagement with the school 	<p>4</p>	<p>ST</p>
<p>Ensure Inclusion Team support children & families with multiple vulnerabilities (PPG+) includes: Pastoral lead and Learning Mentor – Art counsellor/social worker</p>	<ul style="list-style-type: none"> - Engaging with pupils & families facing most challenges leads to an improvement in attendance, mental health and pupil/parental engagement - Working closely with the LA and Trust to look at new ways to engage families and ways to work empowers staff and leads to improvement in attendance, mental health and pupil/parental engagement. 	<p>4</p>	<p>JH</p>
<p>New attendance strategy which involves culture changing language, Leadership daily involvement of</p>	<p>Parents of PA pupils are often more willing to engage with school leadership than attendance officers and LA Incentive based approach provides engagement on</p>	<p>3</p>	<p>NE</p>



PA pupils monitoring and prizes. Please see table below for current data.	attendance for the majority of pupils.		
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Woodside PA (persistent absence) Strategy

	Attendance	National 23/24	PA	National 23/24
PP	92.8	92	22.8	27.1
Non PP	95.7	95.4	9.2	

Total budgeted cost: £535,760



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 2023 to 2024 academic year.

KS2 combined: Woodside National = 46%

COMBINED READING, WRITING AND MATHEMATICS

Your school's data is displayed in the **green** rows, your LA's data is displayed in the **aqua** rows and the Juniper Benchmark comparison is in the **purple** rows.

KS2 SATs

Disadvantaged Pupils KS2

DA	Reading	Writing	Maths	SPAG	Combined
24/25	77	75	80	74	63
23/24	71	60	68	58	56
22/23	55	77	66	62	48
National 24/25	63	59	61	59	47

	Year 1	Year 2	Year 3	Year 4	Year 5
Disadvantaged	66.6%	58.4%	52.4%	50.9%	69.4%
	41.8%	44.9%	36.5%	49.5%	48.0%
	44.1%	42.9%	40.0%	40.6%	40.2%
Non-Disadvantaged	73.4%	61.8%	65.1%	72.4%	61.3%
	75.1%	74.7%	73.6%	74.5%	71.6%



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
NA	NA

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A