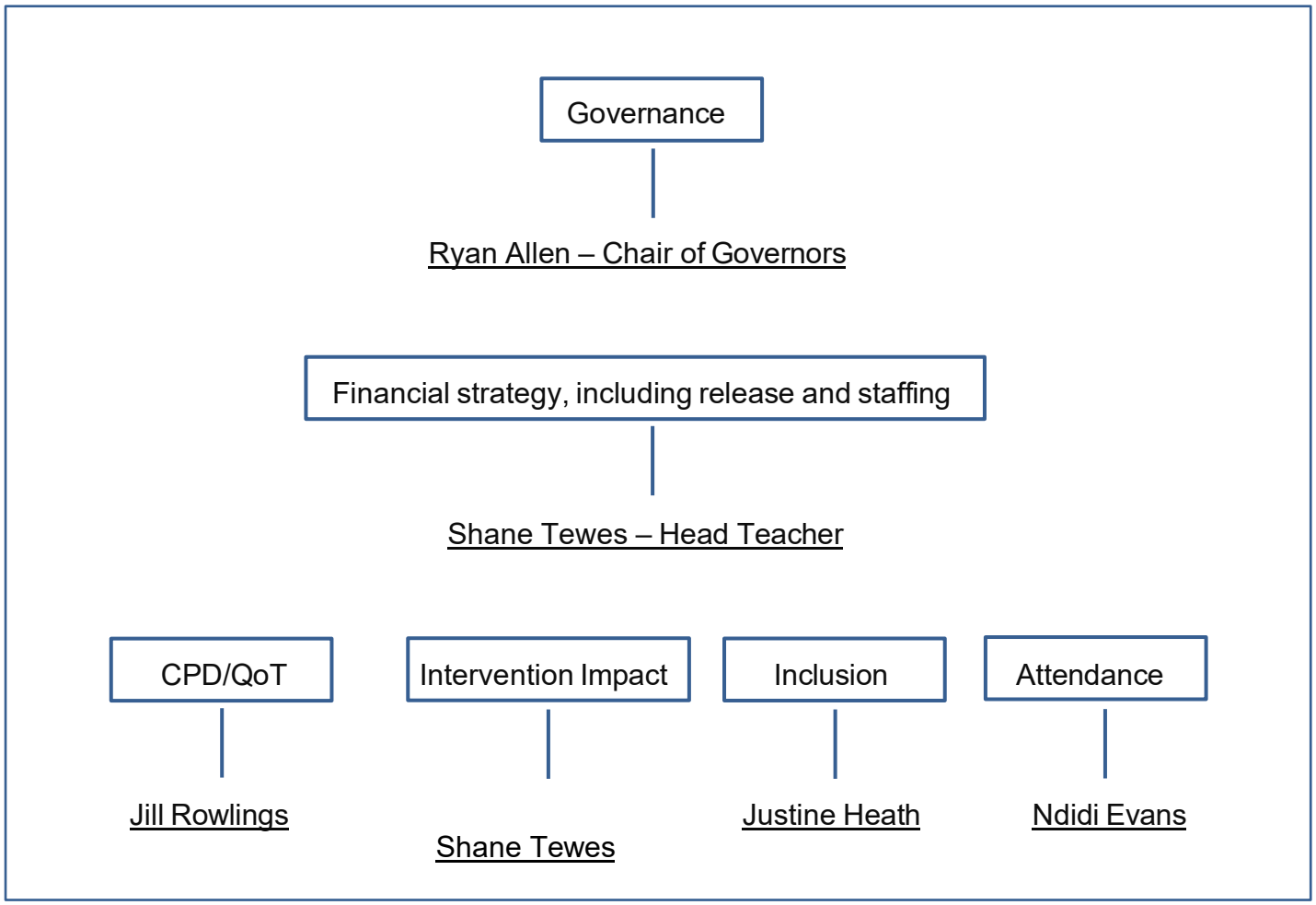
Pupil Premium Strategy Statement 2024 - 2027



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	2024-2027
Date this statement was published	10/11/2026
Date on which it will be reviewed	15/07/2027
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	£508,400
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	£508,400

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 49 languages spoken at the school. The largest ethnicity groups are White British 17%, AOWB 16.8%, Pakistani 15.5% and black African 12.9%. Last year 37% 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	Consistency in teaching across 5 forms of entry
2	PA children in PP groups 25.6% is higher than their peers
3	Mental Health needs have always been significant in the borough but have increased due to the pandemic
4	Families require support from external agencies, including housing services and Early Help.

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	- 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	- Interventions groups are kept small to allow for individualised or group targets - Intervention plans are shown to

	address the individual pupils needs. - Pupils identified for interventions make good progress based on their starting points (using TA and Test outcomes)
Attendance for PPG pupils increaseto broadly inline with national and PA under 21%.	- Attendance for PPG pupils (95%). - Daily teacher well-being calls are having an impact on attendance and any PA PPG children. - PPG attendance being tracked.
Closing the attainment gap in KS1 and KS2	- 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
Staff to engage in the following CPD: All teachers Peer Practice Development/ Team Teaching	Year on year teachers have demonstrated good pedagogy resulting in pupils developing detailed knowledge of the curriculum. Educational Policy Institute https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ 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 Educational Policy Institute https://epi.org.uk/publications-and-research/effects-high-quality-professional-	2	JR ST

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: £150,771

Activity	Evidence that supports this approach	Challenge number(s) addressed	
EYPs, Year 1 - LSAs to support Early Intervention	- Research from the Education Endowment Foundation (EEF) highlights that early years interventions can lead to an average of four months' additional progress, - The EEF notes that targeted academic support, including small-group tuition and structured intervention programmes, can accelerate progress for disadvantaged pupils when delivered by trained staff and closely linked to classroom learning. - This approach also aligns with evidence from the	1	ST

	EEF's Teaching and Learning Toolkit, which identifies early literacy (+4 months), phonics (+5 months) and oral language interventions (+6 months) as among the most effective strategies for improving outcomes		

	- Good relationship with staff members encourages attendance Small group tuition EEF		
PPA timetabled so that staff can plan together and can be supported in order to meet the needs of the PPG pupils **Release time for CPD (additional time added to PPA)** **30-40 mins**	- 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 Educational Policy Institute https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ -	1	ST
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. Reception/Year 1,4, 6 (Begin Autumn 2 – Delayed Autumn 26)	- 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: £159,600

Activity	Evidence that supports this approach	Challenge number(s) addressed	

Ensure free Education Visits, Activities and Enrichment (Trips, Clubs including breakfast and after school) for PPG pupils.	- 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	4	ST
Ensure Inclusion Team support children & families with multiple vulnerabilities (PPG+) includes: Pastoral lead and Learning Mentors – Art counsellor/social worker	- early intervention, family support and multi-agency working to address persistent absence. Dedicated family support capacity enables schools to remove barriers linked to housing, finance, wellbeing, safeguarding and attendance, particularly for disadvantaged pupils -	4	JH
New attendance strategy which involves culture changing language, Leadership daily involvement of	Parents of PA pupils are often more willing to engage with school leadership than attendance officers and LA Incentive based approach provides engagement on	3	NE

PA pupils monitoring and prizes. EWOs x2 in post	attendance for the majority of pupils.		

Woodside PA (persistent absence) Strategy

	Attendance	National 24/25	PA	National
PP	**93%**	**91.6%**	**25.6%**	**Approx. 24-25%**
Non PP	**94%**	**95%**	**11%**	**Approx 13-15%**

Total budgeted cost: £508,400

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 2025 to 2026academic year.

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.

Student Group	2023/2024	2024/2025	2025/2026
Pupil Premium Eligible	55.6	60.6	61.7
Not Pupil Premium Eligible	72.2	73.7	75.4
National PP	44	45	

Year 4 Multiplication tests

Student Group	2023/2024	2024/2025	2025/2026
Pupil Premium Eligible	20.25	21.88	23.21
Not Pupil Premium Eligible	22.29	22.77	23.15
National PP	18.8	19.3	

Year 1 Phonics Check

Student Group	2023/2024	2024/2025	2025/2026
Pupil Premium Eligible	81.0	75.6	73.2
Not Pupil Premium Eligible	78.1	88.0	95.7
National PP		67	68

EYFS GLD

Student Group	2023/2024	2024/2025	2025/2026
Pupil Premium Eligible	74.2	58.1	65.0
Not Pupil Premium Eligible	74.8	77.6	78.7
National PP	50.7	52.3	

Attendance FSM

	24/25		25/26	
	Attendance	PA	Attendance	PA
Woodside	92.6	26	92.9	25.5
National	90.8	24.6	N/A	N/A

Exclusion Rates

Below National average for pupils 1 or more suspensions Aut/Spring 24/25 (IDSR)

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