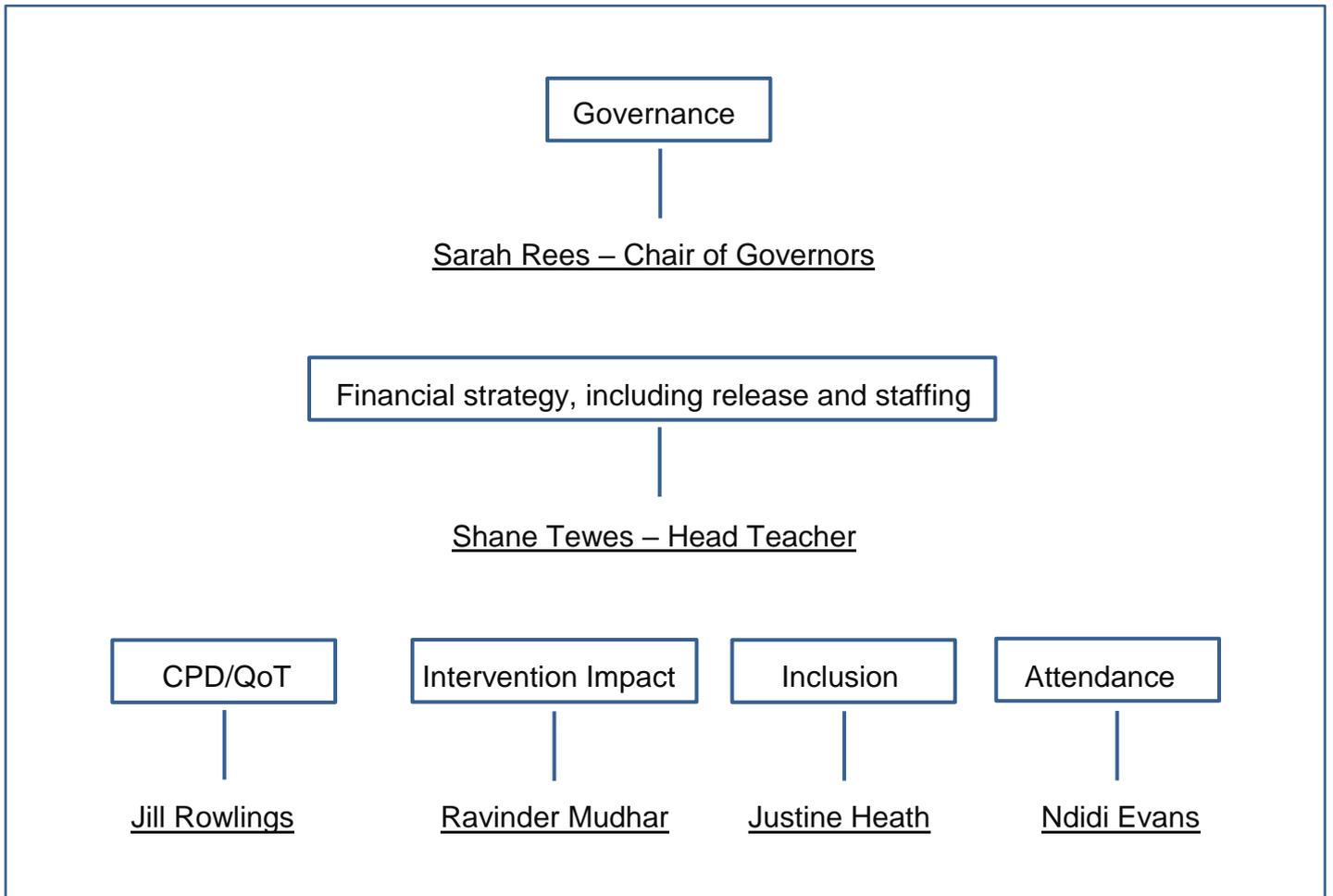




Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	1126
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2022
Date this statement was published	14-10-21
Date on which it will be reviewed	5-01-21
Statement authorised by	Shane Tewes
Pupil premium lead	Ravinder Mudhar
Governor / Trustee lead	Sarah Rees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	477475
Recovery premium funding allocation this academic year	51475
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	528950



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 Covid on pupils in missing EYFS,KS1 and Early KS 2
2	35% of teacher taught for less than 2 years in a classroom with that being disrupted Inexperienced teachers
3	Impact of Covid-19 and school closures on all PPG, those identified in need of 'recovery' and those PPG pupils with multiple vulnerabilities (Wave 1 Recovery)
4	PA children in PP groups is significantly higher than their peers
5	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'.</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>PPG pupils and pupils identified for 'recovery' are making at least good progress from their individual starting points in all subjects following the lost learning due to the pandemic (particularly where gaps are widest in Year 4 & 5%)</p>	<ul style="list-style-type: none"> - Pupil attainment shows an increasing % at ARE across all year groups and core subjects - Gaps close between PPG and Non-PPG pupils' attainment and progress in Years 4 & 5 -
<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>Achieve national average progress scores in KS2 Reading, Writing, Maths and Combined.</p>	<ul style="list-style-type: none"> - KS2 data at least broadly in line with National average



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: 243,000

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>Year on year teachers have demonstrated good pedagogy resulting in pupils developing detailed knowledge of the curriculum. Despite teachers being consistently 10-15% NQTs and 15-30% 2nd year 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-development/</p>	2	JR
<p>Release time for CPD 1 hour weekly Years 2 -6</p>	<p>Year on year teachers have demonstrated good pedagogy resulting in pupils developing detailed knowledge of the curriculum. Despite teachers being consistently 10-15% NQTs and 15-30% 2nd year 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-development/</p>		ST



TLRs 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 Phonics EEF	2	NE

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

Budgeted cost: £170,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Overstaffing facilitating morning small group teaching and time limited interventions by outstanding teacher in 1,2,3,4,5, 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 & 3	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>	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.</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 & 3	RM
<p>In-School Tutoring to focus on PPG pupils who are at risk of underachieving from Spring 1 after baseline data drop</p>	<ul style="list-style-type: none"> - Adults within school have had the opportunity to work closely with identified children and will know their needs more thoroughly than external providers. - Ability for more fluid groups and rapid response interventions - Needs met in small, targeted groups - School having more ownership of content delivered 	1 & 3	RM



	<ul style="list-style-type: none"> - Interventions become part of the monitoring and evaluation cycle which identify strengths - Good relationship with staff members encourages good attendance and engagement <p>Small group tuition EEF</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £115,950

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Ensure subsidised Education Visits, Activities and Enrichment (Trips, Clubs including breakfast and after school) for PPG pupils.	<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 	5	ST
Ensure Inclusion Team support children & families with multiple vulnerabilities (PPG+) includes: Pastoral lead and Learning Mentor – Art counsellor	<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. 	5	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	4	NE



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

There are 69 focus children for Autumn 2021

Improved	50/69	72%
No longer PA	27/69	40%
Have improved attendance by at least 5%	41/69	60%
Have improved attendance by at least 10%	30/69	43%
Are less than 5% away from no longer being PA	12/69 - (9 out of the 12 have improved by upward of 10%)	17%

Total budgeted cost: £528, 950



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 2020 to 2021 academic year.

Data Reception – Year 6			
	Expected and Greater Depth	Expected and Greater Depth	Expected and Greater Depth
1 – Pupil Premium	64%	56%	73%
1 – Non Pupil Premium	73%	69%	72%
2 – Pupil Premium	78%	65%	73%
2 – Non Pupil Premium	73%	65%	76%
3 – Pupil Premium	63%	56%	63%
3 – Non Pupil Premium	79%	69%	79%
4 – Pupil Premium	69%	53%	71%
4 – Non Pupil Premium	91%	81%	90%
5 – Pupil Premium	81%	69%	81%
5 – Non Pupil Premium	80%	73%	80%
6 – Pupil Premium	79%	77%	81%
6 – Non Pupil Premium	84%	80%	82%
Whole School – Pupil Premium	72%	62%	74%
Whole School - Non Pupil Premium	80%	73%	79%

Due to limitations of the pandemic, we were unable to offer free places on trips or at after school clubs as they did not take place. However, we were able to offer free places in after school and breakfast club. In addition to the free school meal hampers/ vouchers, we also provided breakfast hampers to vulnerable children and families. Attendance systems were in place following school closures and showed an improvement towards the end of the summer term with vulnerable children tracked throughout.

It was due to the above, that the outcomes of audits carried out by the trust and the



local authority said that our safeguarding systems and procedures kept our vulnerable pupils safe during the pandemic.

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	

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