



Pupil Premium Strategy Statement

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 Academy
Number of pupils in school	630 (Reception – Y6)
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	J Ryder - Principal
Pupil Premium leads	Aimee Stow & Carl Radford – Vice Principals
Governor / Trustee lead	Russell Sopp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,736
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	£206,736

Part A: Pupil premium strategy plan

Statement of intent

We organise teaching and learning at Woodside in order to meet the needs of all children in the best way.

We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.

We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals. We reserve the right to allocate Pupil Premium funding to support any child the school has identified as being socially disadvantaged.

Barriers identified:

Low attainment in basic skills on entry to school, lower aspirations, poor attendance, speech and language delay, social and emotional challenges, medical needs.

Overall Impact:

The impact on educational attainment from expenditure of the Pupil Premium funding is reflected in the results of the school and the attitudes and behaviour of the pupils. The school has extensive monitoring and support systems in place to ensure optimum outcomes for all pupils, including those who are most vulnerable. The Pupil Premium strategy is embedded in our whole-school ethos.

The Pupil Premium Funding is allocated to children from low-income families who are in receipt of qualifying benefits and looked after/adopted children. Decisions about allocation of Pupil Premium Funding are based around principles of equity, excellence and effectiveness.

The Pupil Premium Funding is used by the school to address any underlying inequalities between children by ensuring that funding reaches the pupils who need it most.

At Woodside Academy the Pupil Premium Funding is used to provide support for pupils in the following ways:

Funding for Learning Mentors and Counsellors to continue to support children's social, emotional and behavioural development.

Enriching the curriculum through extra-curricular activities, themed events, educational visits and sporting activities.

To provide targeted support through intervention groups and one-to-one tuition in order to accelerate the progress of identified pupils.

Additional support from the Psychology and Learning Service for identified students with additional and complex needs, including those related to English and maths.

Everyday essentials for school are sometimes purchased and free admission to our nurture breakfast club to ensure children are eating breakfast and arriving in school on time.

Note: It is important for parents/carers to register their child for free school meals so that their child receives Pupil Premium Funding entitlement. If you need any advice or assistance in applying for free school meals then please contact the school office.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children fall behind in learning due to lack of parent engagement and support at home as well as having underdeveloped vocabulary.
2	Development of basic skills for disadvantaged children in reading, writing and maths for all year groups with a focus on early reading and writing.
3	Continue to enhance parental engagement and maintain good attendance for disadvantage children.
4	All disadvantaged children to have access to educational visits and extra-curricular activities
5	Enhancing 'mental wealth' to improve concentration, motivation, resilience and access to learning opportunities for disadvantaged children.

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
Learning within lessons will enable all PPG children to make good or better progress.	<p>Pupil premium children exceed national progress scores in reading writing and maths.</p> <p>Pupil premium children achieve or exceed national standards in phonics in KS1.</p> <p>Reduction in gap between PP and non-PP children achieving expected or greater than expected progress in reading, writing and maths.</p>
Improvement of attendance for PPG children in-line with the non-disadvantaged.	<p>Sustained attendance in disadvantaged absence rate in disadvantage children being higher than non-disadvantage, by 4.5%.</p> <p>Pastoral Support /Attendance Officer SLT to monitor encourage engagement.</p>
All disadvantaged children to have access to educational visits.	Carefully planned educational visits will aim to enrich their understanding of the world around them and give them fun, enrichment and help with independence.
Enhancing 'mental wealth' to improve concentration, motivation, resilience and access to learning opportunities.	All disadvantage children have sustained levels of wellbeing. Staff able to recognise children who are suffering with poor mental health and put things in place. Feedback form pupil voice.

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: £128,089

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD training for different therapies and interventions that are evidence based and focus on effect teaching.	Use of inset days to provide time for professional development. Additional cover being provided to allow leaders to coach and support parallel teachers. Small group interventions and reading for children who are not getting support from home.	1, 2
Collaborative learning	The impact of collaborative approaches to learning is consistently positive. Approaches which promote talk and interaction between learners tend to result in best gains. Collaborative learning toolkit strand Education Endowment Foundation EEF.	1, 2
Whole class guided reading approach and reading comprehensions	The EEF states that focusing on reading comprehension is a high impact strategy. Reciprocal reading intervention implemented for PP children.	1, 2
Continue to use Monster Phonics for reading and Grammarsaurus for writing.	Use of inset days to provide time for professional development, schools (in deprived areas) who have used scheme consistently have seen a great improvement in content of work, attainment and progress.	2
High quality feedback and marking	Providing feedback is well evidenced and has a high impact on learning outcomes. Regular review of impact by learning walks and book looks. Education Endowment Foundation EEF	1, 2

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

Budgeted cost: £64,907

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster sessions for targeted year groups.	Extensive evidence of positive effects across age groups and for most areas of the curriculum.	1, 2

Wave 2 interventions.	This enables staff to concentrate on a small number of learners and work targeted at specific needs of the learner. Small group tuition EEF	1, 2
Oral Language interventions.	This oral based language intervention will be targeted at nursery and reception who show weakness in their oral language skills and who therefore are at risk of having trouble reading. EEF.	1, 2

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

Budgeted cost: £13,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Targeting specific needs of vulnerable children through 1:1 and small group interventions focusing on behaviour, emotional and mental health.	Parental engagement EEF Parental engagement can have a positive impact of 2 -3 months and 4 months for behaviour interventions.	5
Attendance Support	Parental engagement EEF Parental engagement can have a positive impact of 2 -3 months.	3
Counselling Targeting specific needs of vulnerable children through 1:1 intervention focusing on emotional and mental health.	Counselling offers children and young people a space to talk about their thoughts and feelings in a safe environment. It helps them to share any worries or problems they may have and to build their confidence and self-esteem.	5

Total budgeted cost: £206,736

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.

The impact on educational attainment from expenditure of the Pupil Premium funding is reflected in the results of the school and the attitudes and behaviour of the pupils. The school has extensive monitoring and support systems in place to ensure optimum outcomes for all pupils, including those who are most vulnerable.

The Pupil Premium strategy is embedded in our whole-school ethos. Statutory end of key stage assessments indicates that pupils eligible for Pupil Premium continue to perform well, with most pupils starting to make significant gains in their self-confidence and approaches to learning which has had a positive impact on end of year attainment and pupil progress.

High-quality teaching, a range of ongoing and timely intervention results in pupils knowing more and remembering more. This demonstrates that regularly reviewing and adapting the provision provided results in most identified pupils working at the expected level, fulfilling their potential, and preparing them well for the next stage of education.

Linked to the outcomes set last year, there are high impact outcomes for relatively low-cost investment. All staff members are accountable for pupil progress. The use of mixed ability grouping and collaborative learning is starting to have a significant impact on pupil's learning, progress self-esteem and confidence. Training for early reading/guided reading has had a positive effect with staff reporting that children are reading for pleasure and engaging in texts more readily. Reciprocal reading in small groups has also had a similar effect with children reading for pleasure and interacting more with the interventions, demonstrating a good understanding of content read. We are hoping that this will have a knock-on effect for the children in improving their reading skills and narrowing the attainment gap.

Additional intervention for identified pupils has supported pupil progress. Effective booster groups mean that pupils are starting to make significant gains in their self-confidence and approaches to learning and they have had a positive impact on end of year attainment and pupil progress. These groups now need to be implemented for newly identified pupils. Well trained staff effectively identify pupils' next steps of learning during lessons and marking of books and our new marking scheme will mean children are given instant feedback where possible. Additional intervention for pupils in Year 6 has supported pupil progress. Timely intervention means that the attainment gap between pupils entitled to support from the Pupil Premium Funding is beginning to take effect. This strategy now needs to continue and be implemented for newly identified pupils.

School's data is displayed in the green rows, and LA's data is displayed in the aqua rows.

Maths

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disadvantaged	68.4%	63.2%	75.0%	75.9%	42.1%	66.7%
	67.6%	61.7%	64.6%	65.3%	56.9%	65.3%
Non Disadvantaged	88.7%	82.9%	77.5%	80.3%	71.4%	77.1%
	78.9%	76.7%	77.7%	77.8%	76.0%	81.5%

Reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disadvantaged	36.8%	57.9%	62.5%	75.9%	63.2%	55.6%
	63.2%	61.2%	64.2%	66.5%	63.2%	72.4%
Non Disadvantaged	77.5%	78.6%	80.3%	83.6%	72.9%	88.6%
	78.0%	74.7%	77.0%	76.3%	80.1%	86.5%

Writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Disadvantaged	26.3%	42.1%	43.8%	65.5%	42.1%	38.9%
	52.2%	47.2%	55.4%	52.1%	50.0%	64.7%
Non Disadvantaged	70.4%	68.6%	69.0%	67.2%	67.1%	71.4%
	70.8%	69.0%	71.8%	68.9%	72.9%	80.0%

Attendance

Period: 02/09/2024 AM to 25/07/2025 PM

Whole School

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	131	91.61	6.04	2.28	1.09	0.00
Not Pupil Premium	557	95.61	3.41	0.92	0.52	0.00

Externally provided programmes

Programme	Provider
Test Base	Gatekeeper
TT Rockstars & Numbots	Maths Circle
Method Maths	Method Maths
Sing Up	Sing Up
Grammarsaurus	Grammarsaurus
Languagenut	Languagenut
Tapestry	The Foundation Stage Forum
Twinkl	Twinkl
White Rose Maths	White Rose Maths
Monster Phonics	Monster Phonics